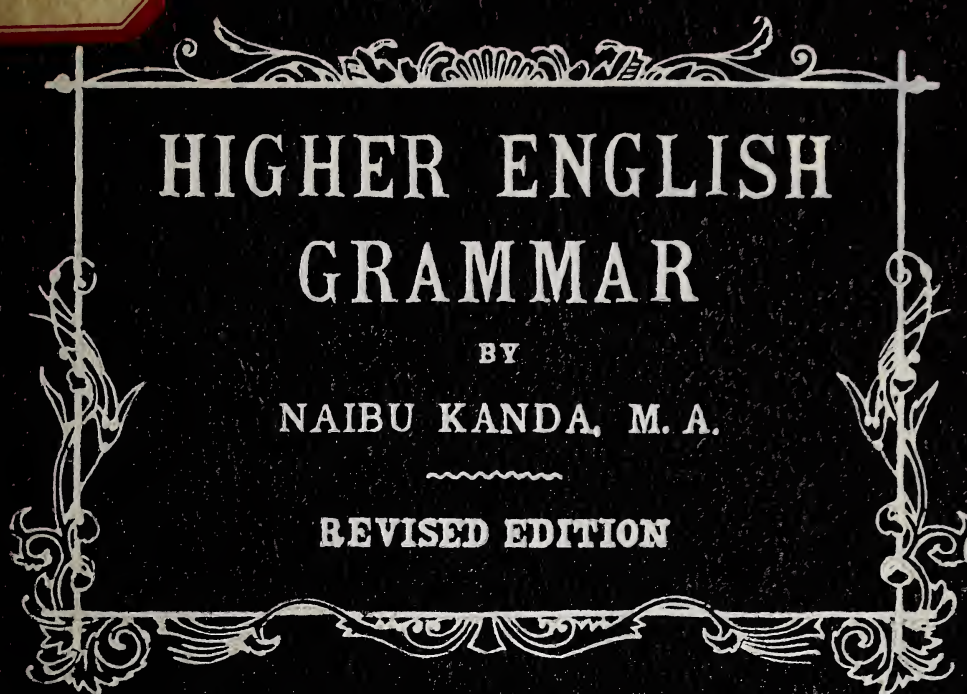


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HIGHER ENGLISH GRAMMAR

BY
NAIBU KANDA, M. A.

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REVISED EDITION

SANSEIDO



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HIGHER

ENGLISH GRAMMAR

BY

NAIBU KANDA, M. A.

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REVISED EDITION.

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PREFACE TO THE REVISED EDITION.

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The present volume is the last of the author's grammar series for middle schools, and is intended for the highest class, but it may be used to advantage by those fitting for higher schools.

Grammar is a reflexive study. To make this subject of real practical value to those who are far from having mastered a language, simplification is of the utmost importance. With this end in view, various changes have been introduced in this Revised Edition. The "Uses," for instance, of Nouns, Pronouns, Adjectives, etc, have been incorporated under the respective parts of speech, and not treated separately as before. Great stress should be laid on "Exercises, which have been amplified; and it is further hoped that these may be supplemented out of the book the class may happen to be using for translation.

The Introductory Tables here and there inserted are for the sake of refreshing the student's memory.

References are made throughout the book to such

works of similar nature as are likely to be within easy reach of the student.

Thanks are due to Profs. Nannichi, Sakuma and others for their valuable assistance and suggestions.

N. KANDA.

Tōkyō, Feb. 1904.

# CONTENTS.

---

## SECTION I.—THE PARTS OF SPEECH.

| CHAPTER.                                                         | PAGE.  |
|------------------------------------------------------------------|--------|
| I. THE NOUN. . . . .                                             | 1—25   |
| 1. PROPER NOUNS. . . . .                                         | 1      |
| 2. COMMON NOUNS (COLLECTIVE NOUNS INCLUDED). . . . .             | 7      |
| 3. MATERIAL AND ABSTRACT NOUNS . . . . .                         | 13     |
| 4. CASE. . . . .                                                 | 18     |
| 5. GENDER AND PERSON . . . . .                                   | 22     |
| II. THE PRONOUN. . . . .                                         | 26—58  |
| 1. PERSONAL AND POSSESSIVE PRONOUNS . . . . .                    | 26     |
| 2. RELATIVE PRONOUNS . . . . .                                   | 32     |
| 3. INTERROGATIVE PRONOUN . . . . .                               | 42     |
| 4. ADJECTIVE PRONOUNS. (THEIR ADJECTIVE USE INCLUDED.) . . . . . |        |
| III. THE ADJECTIVE. . . . .                                      | 58—74  |
| 1. PRONOMINAL ADJECTIVES. . . . .                                | 59     |
| 2. QUANTITATIVE ADJECTIVES. . . . .                              | 59     |
| 3. QUALIFYING ADJECTIVES. . . . .                                | 66     |
| 4. COMPARISON. . . . .                                           | 68     |
| IV. THE ARTICLE. . . . .                                         | 74 87  |
| 1. USES OF THE ARTICLES . . . . .                                | 74     |
| 2. OMISSION OF THE ARTICLES. . . . .                             | 81     |
| V. THE VERB. . . . .                                             | 87—140 |
| 1. CLASSES OF VERBS. . . . .                                     | 87     |
| 2. VOICE. . . . .                                                | 93     |
| 3. THE INDICATIVE MOOD AND ITS TENSES . . . . .                  | 97     |
| 4. THE SUBJUNCTIVE MOOD AND ITS TENSES. . . . .                  | 108    |
| 5. THE POTENTIAL MOOD AND ITS TENSES . . . . .                   | 113    |



| CHAPTER.                                          | PAGE    |
|---------------------------------------------------|---------|
| 6. THE IMPERATIVE MOOD. . . . .                   | 123     |
| 7. INFINITIVES. . . . .                           | 125     |
| 8. PARTICIPLES. . . . .                           | 132     |
| 9. GERUNDS. . . . .                               | 137     |
| VI. THE ADVERB. . . . .                           | 141—153 |
| 1. SIMPLE ADVERBS. . . . .                        | 141     |
| 2. CONJUNCTIVE AND INTERROGATIVE ADVERBS. . . . . | 149     |
| VII. THE PREPOSITION. . . . .                     | 153—170 |
| VIII. THE CONJUNCTION. . . . .                    | 170—176 |
| SECTION II.—THE SENTENCE.                         |         |
| I. ELEMENTS OF THE SENTENCE. . . . .              | 177—186 |
| II. CLASSES OF SENTENCES. . . . .                 | 186—190 |
| III. SEQUENCE OF TENSES. . . . .                  | 190—195 |
| IV. DIRECT AND INDIRECT NARRATION. . . . .        | 195—202 |



# HIGHER ENGLISH GRAMMAR.

## SECTION I.

### THE PARTS OF SPEECH.

#### CHAPTER I.—THE NOUN.

##### INTRODUCTORY TABLE.

| Classes.    | Modifications. |         |             |            |
|-------------|----------------|---------|-------------|------------|
|             | Number.        | Person. | Case.       | Gender     |
| Proper.     | Singular.      | First.  | Nominative. | Masculine. |
| Common.     |                | Second. | Possessive. | Feminine.  |
| Collective. | Plural.        | Third.  | Objective.  | Common.    |
| Material.   |                |         |             | Neuter.    |
| Abstract.   |                |         |             |            |

##### § 1.—PROPER NOUNS.

1. A **Proper Noun** is said to be used as a **Common Noun** when it is applied to something that resembles the original possessor of the name.

| CHAPTER.                                          | PAGE    |
|---------------------------------------------------|---------|
| 6. THE IMPERATIVE MOOD. . . . .                   | 123     |
| 7. INFINITIVES. . . . .                           | 125     |
| 8. PARTICIPLES. . . . .                           | 132     |
| 9. GERUNDS. . . . .                               | 137     |
| VI. THE ADVERB. . . . .                           | 141—153 |
| 1. SIMPLE ADVERBS. . . . .                        | 141     |
| 2. CONJUNCTIVE AND INTERROGATIVE ADVERBS. . . . . | 149     |
| VII. THE PREPOSITION. . . . .                     | 153—170 |
| VIII. THE CONJUNCTION. . . . .                    | 170—176 |
| SECTION II.—THE SENTENCE.                         |         |
| I. ELEMENTS OF THE SENTENCE. . . . .              | 177—186 |
| II. CLASSES OF SENTENCES. . . . .                 | 186—190 |
| III. SEQUENCE OF TENSES. . . . .                  | 190—195 |
| IV. DIRECT AND INDIRECT NARRATION. . . . .        | 195—202 |

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##### § 1.—PROPER NOUNS.

1. A **Proper Noun** is said to be used as a **Common Noun** when it is applied to something that resembles the original possessor of the name.



I wish to become an **Edison**. (= *a great inventor like Edison*.)

Osaka is the **Manchester** of Japan. (= *the greatest manufacturing city in Japan just as Manchester is in England*.)

**Alps** on **Alps** (= *great difficulties in succession*) arose in his path.

I hope there may be many future **Napoleons** (= *great generals like Napoleon*) among these young soldiers.

**2. Proper Nouns and the Definite Article.**—The following Proper Nouns usually take the Definite Article:—

(a) *Names of Rivers, Oceans, Seas, Gulfs, Straits*: as, **the** Sumida, **the** River\* Sumida, **the** Pacific, **the** Japan Sea, **the** Gulf of Mexico (or **the** Mexican Gulf), **the** Strait of Gibraltar.

*But not names of Lakes*; as, Lake Biwa, Lake Como, Lake **Erie**.

(b) *Names of Public Buildings or Institutions*: as, **the** Higher Normal School, **the** Yasukuni Shrine, **the** Home Department.

(c) *Names of Ships and Fleets*: as, **the** *Yashima*, **the** *Tosa-maru*, **the** Standing Squadron.

---

\* Also with a small letter, "the river **Sumida**."



(d) *Names of Emperors and Empresses:* as, the Emperor William, the Empress Josephine.  
(But:— King George, Queen Mary.)

(e) *Names of Books and Journals:* as, the Tai-heiki, the Sketch-Book, the Japan Times, the Taiyō.

Exception:—*Names of Persons used as Titles of books.*

He is reading Mencius (孟子).

Robinson Crusoe is my favourite book.

(f) *Some plural names:* as,

The Alleghanies, the Himalayas. (*Mountain ranges.*)

The Loochoo Isles, the Philippines. (*Archipelagoes.*)

The United States of America. (*Country.*)

The Rothschilds, (ロスチャイルド家族總體), the Thompsons, the Tokugawas. (*Families.*)

The Japanese (日本國民總體), the Chinese, the English, the French. (*Nations.*)

The Christians (耶蘇教徒總體), the Buddhists (佛教徒總體) (*Sects.*)

3. **Proper Nouns and the Indefinite Article.**—A Proper Noun denoting a single member of a family, nation, or sect takes the

Indefinite Article . as, **a** Japanese,\* **a** Chinese,\* **an** Englishman\* (not “*an English*”), **a** Frenchman\* (not “*a French*”), **a** Christian,\* **a** Buddhist.\*

Her father is **a** Tokugawa, and her mother **a** Konoye.\*

Compare :—

{ He is **Yamada**. (彼ハ 山田 デス。 兼テ 話ス 人ノ  
間ニ 知レテ ヲル 人)

{ He is **a Yamada**. (彼ハ 山田ト云フ姓ノ人 デス)。

**4. Special Uses of Articles with Proper Nouns.**—Proper Nouns take

(a) *the Definite Article when preceded by Adjectives.*

The ambitious Cæsar, the dauntless Yamaji, the diligent Suzuki.

The far-sighted Iyeyasu took every caution not to offend the quick, daring Hideyoshi.

Exception :—*When the Adjective is “old,” “young,” “little,” “dear,” “good,” or “poor.”*

(b) *either the Definite or the Indefinite Article when used as Common Nouns.* (Already shown in ¶ 1.)

---

\* These nouns (and some in the preceding paragraph too) may as well be regarded as Common. The student should not bother himself so much about the classification. It will be sufficient if he masters the use of Capitals and Articles.



(c) *the Indefinite Article when they are introduced as names of hitherto unknown persons.*

Her music teacher is a Miss Takata.

This letter is from a certain Tanaka (=one\* Tanaka).

(d) *the Definite Article when the names of languages are applied to some particular words.*

"Flower" is the English for the Japanese "hana."

(Compare: — To him English is easier than Japanese.)

## EXERCISE I.

(a) *Point out those Proper Nouns used as Common and explain their meaning:—*

1. It is a common saying that Japan is the England of the East.

2. Such a grave national question can only be settled by a Pitt or a Wellington.

3. There have been but few Miltons in the world.

4. He is a great astronomer; indeed, he is the Newton of the present day.

---

\* See under "*Adjective Pronouns*," Chapter II.

## SECTION I.

---

5. Who knows but that there may be many future Watts and Stephensons studying in that school?

(b) *Correct the errors:—*

1. Shinano is longer than Sumida.

2. Both kigensetsu and christmas this year fall on sunday.

3. United States of America at last succeeded in taking the whole of Philippines.

4. His father was Fujiwara, and his mother Minamoto.

5. The little Mary and her brother are going to school.

6. Though he is Japanese, he cannot speak the Japanese with ease.

7. San-yō writes of loyal Nankō in Gwaishi in exceedingly high terms.

8. His teacher is an English.

9. People speak of Iwasakis as the richest family in Japan.

10. Himalayas are the highest mountain range in the world.



## § 2.—COMMON NOUNS.

(Collective Nouns included.)

**5. Collective Nouns** are, in fact, a kind of **Common Nouns**, and can be made plural.

Several **groups** of children were playing in the garden.

There are fifty **families** in the village.

Thus the combined **fleets** of France and Spain were at last crushed by Nelson.

**6. Noun of Multitude.**—A Collective Noun is so called when it means, not a whole body collectively, but the individuals composing it.

It is then **Plural in sense** though **Singular in form**, and requires a Plural Verb when used as Subject.

*Collective Nouns.*

The **audience** *was* very small.

There *is* but one **family**.

The **French** *are* a polite **people** (= *nation*.)

The **cavalry** *was* victorious.

*Nouns of Multitude.*

The **audience** (= hearers) *were* satisfied.

My **family** (= *members of the family*) *are* all well.

**People** (= *men in general*) *say* he is very rich.

The **cavalry** (= *the men belonging to it*) *were* taking dinner.

It will be noticed that a **Noun of Multitude** does not take the plural sign "s," while a true Collective Noun does, as shown in the preceding paragraph.

**7. Some Common Nouns always in the Plural.**—These are mostly names of those things that are each composed of two or more parts.

Scissors, tongs, drawers (股引ナリ、抽出シニ非ズ), spectacles; arms (武器), ashes, riches (財寶), thanks.

When we wish to define the number or the amount of these things, we use the words "*pair*," "*set*," etc.

A *pair* of scissors; three *sets* of arms; a cartload of ashes; immense riches; a thousand thanks.

**8. Nouns Alike in Both Numbers.**—Besides such as "*deer*," "*sheep*," "*fish*," "*pair*," the following should also be noticed.

| <i>Singular.</i>                              | <i>Plural.</i>                                   |
|-----------------------------------------------|--------------------------------------------------|
| The rest of the water <i>was</i> thrown away. | The rest of the pupils <i>were</i> all rewarded. |
| There <i>is</i> plenty of ice here.           | There <i>are</i> plenty of books here.           |

The Japanese **sen** and **yen** also fall under this head.



**9. Common Nouns in a Compound Adjective\*** denoting number.—These, though really plural, are **not inflected** as such.

This is an **eight-day** clock.

(Compare :—It took me *eight days*.)

Even a **five-year** old child can do this.

(Compare :—The child is *five years* old.)

I gave him a **ten-dollar** note.

(Compare :—I gave him *ten dollars*.)

**10. Foreign Plurals.**—Below are given some of these.

| <i>Singular.</i>               | <i>Plural.</i>                                                        |
|--------------------------------|-----------------------------------------------------------------------|
| <b>Axis.</b> (Lat.) 軸。         | <b>Axes.</b> ( <i>pron.</i> aksēz.)                                   |
| <b>Crisis.</b> (Lat.) 危機。      | <b>Crises.</b> ( <i>pron.</i> crīsēz.)                                |
| <b>Memorandum.</b> (Lat.) 備忘錄。 | <b>Memoranda.</b> ( <i>Eng.</i> <i>pl.</i> Memorandums.)              |
| <b>Phenomenon.</b> (Gr.) 現象    | <b>Phenomena.</b>                                                     |
| <b>Radius.</b> (Lat.) 半徑。      | <b>Radii.</b> ( <i>pron.</i> rādīi. <i>Eng.</i> <i>pl.</i> Radiuses.) |

**11. Common Nouns and the Definite Article.**—That the Definite Article particularizes a noun holds good with all the classes of nouns.

But there are to be noticed some special uses of it with Singular Common Nouns.

---

\* See under "*Qualifying Adjectives*," Chapter III.

(1) *When the individual represents the whole class.*

The horse is a noble animal. (= *Horses* animals.)

The Japanese regard the pine-tree as a symbol of constancy.

The student should always be obedient and attentive.

Exceptions:—"Man" and "woman."

Man is the lord of all beings.

Woman has, in general, much stronger propensity than man to the discharge of parental duties. Cowper.

(2) *When the noun is used in an Abstract sense.\**

Thus he saved the beggar child, quite forgetting the lord (= *his dignity as a lord*) in the man and (the) father (= *his human sympathy and fatherly feeling*).

The pen (= *literary influence*) is mightier than the sword (= *military power*.)

(3) *When the noun denotes measurement after the Preposition "by†."*

These handkerchiefs are sold by the dozen.

\* See Nesfield's *English Grammar Series*, Book IV., p. 169.

† See Dixon's *How to Use the Articles* (4th edition), p. 12.



I have hired the men **by the day**.

They may be counted **by the thousand** (= *by thousands*).

**12. Common Nouns and the Indefinite Article.**—Besides generalizing, the Indefinite Article may also denote

(1) *the sense of "one."*

He will return in **a day** or two (=in *one* or two days).

**A bird** (= *one bird*) in the hand is worth two in the bush.

Birds of **a feather** (*one feather, or the same kind*) flock together.\*

(2) *the sense of "per."*

The meeting is held **twice a month**.

We walked at the rate of **3 miles an hour**.

## EXERCISE II.

(a) *Correct the errors:*—

1. Was the rest of the houses all saved?
2. The infantry wears dark blue trousers.
3. There were many peoples quarrelling.
4. Sheeps do not thrive in Japan.

---

\* Corresponds to the Japanese proverb 類ヲ以テ集マル.

5. The woman is not inferior to the man, but quite different.

6. She sewed two drawers for her father, for which he gave her a pretty scissor.

7. His family is all very well.

8. Tea-plant is not grown in Europe.

9. How often one month do you write to your family?

10. I offer you my hearty thank.

11. I have bought an eight-days clock.

12. Our empire has passed through many crisis.

13. As he is near-sighted, he is going to buy a spectacle.

14. Many a building have been reduced to ash through the mischief of childs.

15. I have never seen a hundred years old man.

16. We have hired the bicycle by a day.

17. The maid milks the cow three time the day.

18. The infantry were defeated, but the cavalry were victorious.

19. It cost me seven yens and fifty sens.

20. There is plenty of pen and pencil.

---

§ 3.—MATERIAL AND ABSTRACT NOUNS.

**13. A Material Noun** is said to be **used as a Common Noun** when it is applied, not to the material itself, but to some kind of it, or something made of it.

*Material.*

{ Can neither take "a" ("an")  
nor be made plural. }

He manufactures **powder**.

**Iron** is a useful metal.

We use **paper** to write upon.

*Common.*

{ Can either take "a" ("an")  
or be made plural. }

This is a dangerous **powder**. (= a dangerous kind of powder.)

He was put in **irons** (= fetters made of iron.)

He read a **paper** on "Japan's Commercial Future." (論文).

It is reported so in to-day's **papers** (= newspapers.)

"*Papers*" should not be used for "*sheets of paper*."

**14. Common Error in the use of Material Nouns.**—Such a Japanese sentence as "Ano hashi wa ki desu" is apt to be translated:



“That bridge is *wood*,” instead of “That bridge is (*built*) *of wood*.”

*Incorrect.*

My watch is **gold**.

Our house is **stone**.

This shirt is **flannel**.

*Correct.*

My watch is (made) **of gold**.

Our house is (built) **of stone**.

This shirt is **of flannel**.

**15. An Abstract Noun** is said to be used as a **Common Noun** when it is applied, not to the abstract quality or action itself, but to a result, a possessor, or an instance of it.

*Abstract.*

{ *Can neither take “a” (“an”) nor be made plural.* }

There is no **relation** between them.

**Authority** is apt to be abused.

**Knowledge** is **power**.

**Time** flies like an arrow.

*Common.*

{ *Can either take “a” (“an”) or be made plural.* }

He is a **relation** of mine.

The **authorities** (當局者) are investigating the matter.

The **Powers** (列國) are consulting about the affair.

{ These are signs of the **times**. (時勢). }

{ I went there **two or three times**. }

|                                |                                        |
|--------------------------------|----------------------------------------|
| Cruelty should be avoided.     | They committed many cruelties (殘酷ノ所業)。 |
| He earns his bread by writing. | He is fond of San-yo's writings. (著作)。 |

16. Abstract Nouns used as Titles.—This is but another instance of the use explained above.

*Majesty.* (陛下). *Highness.* (殿下). *Excellency.* (閣下)

Their Majesties the Emperor and Empress have honored the meeting with their presence.

His Imperial Highness (or H. I. H.) the Crown Prince is staying at the Numazu Palace.

They say Your Excellency is (=you are) going to resign.

Notice that when such a title is used in place of “you” as subject, the verb is in the third person.

17. An Abstract Noun used as Subjective Complement.—It is then accompanied either by “all” or “itself,” and shows that the quality is possessed in an uncommon degree.

He is all kindness (=extremely kind) to me.

---

\* See Seymour's *More Grammar Lessons* (3rd edition), p. 4.

“She was all life and gladness.” (= *extremely lively* and *glad*.)

He is avarice itself (= *an incarnation of avarice*. 慾ノ固マリ)

**18. Abstract Nouns misused for Adjectives.**—Japanese students are especially warned against this error.

*Incorrect.*

I am sickness.

He is very patience.

*Correct.*

I am sick.

He is very patient.

### EXERCISE III.

(a) *Classify the italicized Nouns*:—

1. What does *water* consist of?
2. He is interested in the study of mineral *waters*.
3. The *nobility* of his character is universally recognized.
4. The *nobility* are generally envied.
5. He has a good *memory*.
6. In *diligence* and *memory* he is second to none.
7. She was a *beauty* in her youth.
8. *Beauty* is but skin-deep.
9. Most animals eat *grass*.



10. The botanist has found a new *grass*.
11. Who is not struck with *wonder* at that grand *sight*?
12. I wish I could see the seven *wonders* of the world.
13. *Teaching* is no easy task.
14. We should always remember the *teachings* of the wise and the learned.
15. He was soon out of *sight*.

(b) *Correct the errors* :—

1. I have never heard more eloquent speech.
2. He is rather idleness, but his brother is a little study.
3. He is very fond of a wine.
4. Our school is wood, but theirs is brick and stone.
5. He has done me kindness.
6. Please give me some papers; I am going to write composition.
7. I am sure Your Excellency are aware of

The engineer was ordered to build it

(c) Rewrite the italicized parts by using suitable Adjectives:—

1. The members were *all attention* during his speech.
2. The landlady was *all courtesy*.
3. To every visitor he was *hospitality itself*.
4. The students are *all eagerness* to join the excursion.
5. He is *cruelty itself* in treating his employees.

---

#### § 4.—CASE.

### 19. The meaning of the Possessive Case.

—Besides the possessor, the Possessive Case may also denote\*

- (1) *the Author, Inventor, or Discoverer*: as, Bakin's novels, Webster's dictionary, Edison's phonograph, Marconi's wireless telegraphy.
- (2) *the Agent*: as, the Emperor's departure, the Premier's resignation, father's return.
- (3) *the Object*: as, A girls' school (=A school with the object of educating girls); a child-

---

\* See *Seymour*, p. 10.

ren's hospital (=a hospital with the object of treating children).

**20. Separate Possession and Joint Possession.\***—The difference is shown by whether the possessive sign is added to all the nouns joined by "*and*," or only to the last one.

*Separate possession.*

These are Taro's and Jiro's pictures.

Both Taro's and Jiro's pictures are pretty.

*Joint possession.*

This is Taro and Jiro's picture.

Taro and Jiro's pictures are pretty.

**21. "That watch of your brother's."** This is but a convenient and refined way of expression for the two ideas, "Your brother's watch," and "That watch," which would be too clumsy, if combined as "*Your brother's that watch.*" It does not imply that "*your brother*" has more than one of the thing named, although the somewhat similar expression "*A friend of your brother's*" does.

That father of Ito's is very humble.

(伊藤ノアノオヤヂサンハ 非常ニ謙遜家ダ)。

\* See Meade's *English Language and its Grammar*, p. 64.



We should sacrifice everthing for this land of our fathers'.

(我々ノ祖先ノ此國土ノ爲メニハ萬事ヲ犠牲ニ供スベキ筈デアル。

How fine is that horse of your father's!

This overcoat of my brother's is already worn out.

22. The Use of the Possessive Case is limited to\*:

(1) Nouns of *persons* and *animals*.

The emperor's anxiety ; Sato's father ; a horse's tail.

(2) Nouns of *sublime objects*.

The sun's heat ; the moon's disk ; the earth's surface ; the country's welfare ; the river's flow ; the ocean's roar.

(3) Nouns of *time*, *distance*, or *weight*.

An hour's walk ; two weeks' absence ; yesterday's dictation ; to-day's paper ; last year's income ; fifty miles' journey ; two pounds' weight.

(4) Nouns in some *familiar phrases*.

Let us do so for convenience' sake. (便宜上、not "convenience's sake.")

I have those poems at my finger's ends. (熟通シテ、暗ンジテ)。

There was a pond within a stone's throw of the inn. (石ヲ投ゲレバ届ク程ノ處ニ)。

---

\* See *Nesfield*, p. 22 and *Seymour*, p. 9.

Having failed in the attempt, he was at his wits' end what to do. (困 ッテ, 行 キ ッ マ ッ テ),

At last we were at our journey's end.

**23. Nouns of Personified Objects.**—An abstract quality or inanimate object is often spoken of as if it were a living thing. This is called **Personification**, and nouns of these personified objects may be in the Possessive Case just like names of persons.

He always listened to **nature's** silent teachings.

Be always prompt at **duty's** call and never listen to temptation's whisper.\*

## EXERCISE IV.

*Correct the errors, if any:—*

- 1 This knife's handle is of horn.
- 2 Yesterday's meeting was a great success.
- 3 This ink's colour is bad.
- 4 This class's students are all diligent.
- 5 I saw it at your father'.

---

\* Personified nouns are often treated as Proper and begun with a capital letter.

6. Please pardon him for mercy's sake.
  7. What is the Queen's age of England?
  8. He is English literature's teacher.
  9. Can any one lift up that powder's hundred pounds' weight?
  10. That book's price is very high.
  11. Who is not enraptured by Music's sweet melody?
  12. The Emperor's palace of China is very magnificent.
  13. I saw your friend in the street yesterday. Can you guess who it was?
- 

§ 5.—GENDER AND PERSON.

24. Gender in nouns, though not so important in itself, should receive due share of attention, as it has much to do with the use of pronouns representing them.

25. Gender of nouns denoting Personified Objects.—The usual rule is to regard strong, great, or sublime things as males, and tender, inferior, or beautiful ones as females.



*Masculine.*

"Sun," "death."  
"anger."

The **sun** drove away the clouds with **his** powerful rays.

I fear not **Death**. Let **him** come!

*Feminine.*

"Moon," "mercy."  
"peace."

The **moon** shed **her** mild light upon the scene.

Let **Peace** forever hold **her** sway over the earth.

**Names of countries**, when not used as such, but as **names of nations**, are treated as feminine nouns.

{ **Japan** is but a small country. **It** consists of four principal islands, and **its** climate is generally mild.  
(*As a country.*)

{ If **Japan** strengthens **her** navy a little more, **she** may be able to protect **her** interests abroad. (*As a nation.*)

A **ship** is always regarded as a feminine being.

**She** has capsized with all **her** crew on board.

26. The Definite Gender for the Common Gender. Notice the following:—

**Man** is mortal. ("Woman" included.)

The **horse** is a noble animal. ("The mare" included.)

A **cow** has no front teeth. ("An ox" included.)

27. Gender ignored in names of Animals.—This often happens when the ques-

tion of sex is considered immaterial, and the noun is represented by the Neuter Pronoun "*it*."

The **lion** is strong enough to kill a **horse** with **its** sharp teeth and claws, and then drag **it** away to **its** den in the forest. (*Masculine ignored.*)

A fox caught a **hen** and killed **it**. (*Feminine ignored.*)

"*Baby*" and generally "*child*" are treated in like manner.

The **baby** was playing with **its** toys.

The **child** seems to have lost **its** way.

28. The First and the Second Person rarely found with Nouns.—The question of Person is of little importance with Nouns, as they are almost always in only one Person—the Third. Still they are sometimes found in the First or Second as in the following:—

|                      |   |                                           |
|----------------------|---|-------------------------------------------|
| <i>First Person.</i> | { | We students should not do any such thing. |
|                      | { | I, Kiyomasa, will never retreat a step.   |

|                       |   |                                            |
|-----------------------|---|--------------------------------------------|
| <i>Second Person.</i> | { | Where are you going, Yano?                 |
|                       | { | You <b>boys</b> should be always obedient. |



## EXERCISE V.

*Fill the blanks with suitable Pronouns representing the italicized Nouns.*

1. As the *dog* saw the *cat*,—began to bark and ran after —.

2. A poor *child* was shivering in the snow, with—hat blown off.

3. *England* will not hesitate to fight in order to protect — interests.

4. *China* is a vast country. — covers an area larger than that of Europe.

5. *China* is doing — best to extricate — from — present dangerous condition.

6. *Spring* will soon return to salute us with — happy smiles.

7. *Anger* darted — fiery glance.

8. As the *Yashima* has finished—repairs,—will shortly weigh anchor.

9. The *baby* was found alive at — dead mother's side.

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## CHAPTER II.—THE PRONOUN.

## INTRODUCTORY TABLE.

| <i>Classes.</i> | <i>Examples.</i>        |
|-----------------|-------------------------|
| Personal.       | I, you, he, they.       |
| Possessive.     | Mine, yours, theirs.    |
| Relative.       | Who, which, what:       |
| Interrogative.  | Who? which? what?       |
| Adjective.      | This, that, such, each. |

## § 1.—PERSONAL AND POSSESSIVE PRONOUNS.

## INTRODUCTORY TABLES.

## I. Simple Personal Pronouns.

|                         | <i>Singular.</i> |                   |                  | <i>Plural.</i> |              |             |
|-------------------------|------------------|-------------------|------------------|----------------|--------------|-------------|
|                         | <i>Nom.</i>      | <i>Poss.</i>      | <i>Obj.</i>      | <i>Nom.</i>    | <i>Poss.</i> | <i>Obj.</i> |
| 1 <sup>st</sup> Person. | I                | my                | me               | We             | our          | us          |
| 2 <sup>nd</sup> Person. | You<br>(Thou)    | your<br>(thy)     | you<br>(thee)    | You            | your         | you         |
| 3 <sup>rd</sup> Person. | He<br>She<br>It  | his<br>her<br>its | him<br>her<br>it | They           | their        | them        |

## II. Reflexive (or Compound) Personal Pronouns.

|                         | <i>Nom.</i> | <i>Poss.</i> | <i>Obj.</i> |                  |
|-------------------------|-------------|--------------|-------------|------------------|
| 1 <sup>st</sup> Person. | Myself      | my own       | myself      | <i>Singular.</i> |
| 2 <sup>nd</sup> Person. | Yourself    | your own     | yourself    |                  |
|                         | (Thyself)   | (thy own)    | (thyself)   |                  |
| 3 <sup>rd</sup> Person. | Himself     | his own      | himself     |                  |
|                         | Herself     | her own      | herself     |                  |
|                         | Itself      | its own      | itself      |                  |
| 1 <sup>st</sup> Person. | Ourselves   | our own      | ourselves   | <i>Plural.</i>   |
| 2 <sup>nd</sup> Person. | Yourselves  | your own     | yourselves  |                  |
| 3 <sup>rd</sup> Person. | Themselves  | their own    | themselves  |                  |

## III. Possessive Pronouns.

|                        | <i>Sing. &amp; Pl.</i> |           |              |
|------------------------|------------------------|-----------|--------------|
| <i>Nom. &amp; Obj.</i> | { Mine                 | { (Thine) | { His, Hers. |
|                        | { Ours                 | { Yours   | { Theirs.    |

29. The Solemn Form of the Second Person Singular, "*thou* (*thy*, *thee*)," is not used in daily language, except by the Quakers, or in such particular cases as the following:—

*Solemn style.* { O **thou** Almighty God!  
 { O my country! **thy** welfare is all I  
 { care for!

*Contempt.* Begone, **thou** scoundrell! How I hate thee!

**30. Indefinite use.**—Personal pronouns are often used in an indefinite or general sense.

**We** (= *men in general*) are apt to despise those who are below **us** (= *them*).

Whenever **you** (= *men*) see an ant, **you** (= *they*) will find it working.

**He** who (= *anyone* who) is diligent, will surely succeed.

(Compare:—*Those* who are diligent, will surely succeed.)

**They** (= *exporters in general*) export a great deal of rice every year.

Why do **they** (= *the authorities*) not establish a girls' school here?

**They** (= *people*) say that he intends to go abroad.

**They** tell me that she is a great musician.

“*They*” in this use is omitted in the passive construction.

A great deal of rice is exported every year.

Why is not a girls' school established here?

It is said that he intends to go abroad.

I am told that she is a great musician.

Besides the indefinite use of “*it*” for time,



weather, or distance,\* the following should also be noticed.

Is **it** well with you? (= *Are you well?*)

How is **it** with your child? (= *How is your child?*)

**It** is always so with him. { = *It is always the case with him.* (アノ人ハイツモ左様々) }

**It** is all up with him. { = *It is all over with him.* (アノ人ハモウダメデス), said either of a case of sickness or failure. }

### 31. Emphatic demonstrative use of "it."

—This is seen when it is used to emphasize the Subject, Object, or Adverbial Modifier.

*Subject, Object, or Adverbial  
Modifier in Ordinary Con-  
struction.*

**They** have quarrelled.

A **boy** killed **it**.

He teaches me **this book**.

He started **yesterday**.

I did so against my own  
**will**.

He shows his great ability

*Subject, Object, or Adverbial  
Modifier in Emphatic Con-  
struction with "It."*

**It** is **they** that have quar-  
relled.

**It** was a **boy** that killed **it**.

**It** is **this book** that he  
teaches me.

**It** was **yesterday** that he  
started.

**It** was against my own  
**will** that I did so.

**It** is **when** such a thing

\* See the author's *Intermediate English Grammar*, p. 20.

|                            |                                          |
|----------------------------|------------------------------------------|
| when such a thing happens. | happens that he shows his great ability. |
|----------------------------|------------------------------------------|

**32. The forms wanting for the Possessive of the Reflexive Pronouns** may be supplied by "Simple Possessive Form + **own**;" as, **my own, our own, your own, his (her, its) own, their own.**

Let us rely on **our own** efforts.

By being idle, you are working **your own** ruin.

It destroyed **its own** life.

**33. Emphatic use of the Reflexive Pronouns.**—This is when they are used appositively either with the subject or the object, while in ordinary use they serve mostly as Objects.

*Ordinary Use.*

He killed **himself**.

I rely on **myself**.

The emperor placed **himself** at the head of the army.

*Emphatic Use.*

He killed it **himself**.

I **myself** rely on it.

The army was led by the emperor **himself**.

It may thus be noticed that, while in ordinary use they are absolutely indispensable, in emphatic use they may be omitted without much injuring the sense.

**34. "That watch of yours."**—This form of expression is used for the same reason as already explained in ¶ 21.

What a fine piece of work is **that watch of yours!**

**That husband of hers** is a little too arrogant.



This world of ours is just like a great theatre.

## EXERCISE VI.

(a) *Substitute suitable Pronouns for the italicized words:—*

1. *The weather* was very fine yesterday.
2. *People* speak well of you.
3. *The distance* is only five miles to my native place.
4. They have each bought a novel, but *his novel* is not so interesting as *her novel*.
5. *Anyone* who is virtuous is happy.
6. Please come to my house this afternoon. *You and I* will take a walk in the park.

(b) *Translate the following:—*

1. 「己ヲ知レ」トハ古キ諺ナリ。(Second person, solemn form.)

2. 彼ハ自己ノ家ヲ焼ケリ。
3. 私ハ自分デ其ヲ知ツテ居マス。
4. アノ人ダチハイツモ左様ダ。
5. 私ハモウダメデス。
6. 君ノ其ノ外套ニイクラ御出シニナリマシタカ。(to pay.)

7. 我々ノ此學校ヲ愛セヌ人ハ誰モアリマスマ  
4.



8. 私ハ嘗テ友ダチト其處ヲ見物シマシタ。(to visit.)

9. 君ノ犬ハ私ノヨリ強イ。

10. 君ノ御母サンハ如何デスカ。(Use "it")

(c) Rewrite each sentence by putting the italicized part into Emphatic Construction with "it":—

1. I feared *the dog*, not the man.
2. They parted *in tears*.
3. He *reluctantly* consented to do so.
4. I told him so *when I saw him yesterday*.
5. We finished the work *with great difficulty*.

## § 2.—RELATIVE PRONOUNS.

### INTRODUCTORY TABLE.

|       | Sing. & Pl. |       |      |      |    |  | Sing. |
|-------|-------------|-------|------|------|----|--|-------|
| Nom.  | Who         | Which | That | What | As |  | But   |
| Poss. | Whose       | Whose | —    | —    | —  |  | —     |
| Obj.  | Whom        | Which | That | What | As |  | But   |

35. "Which," unlike the other Relatives, can take a phrase or clause for its Antecedent.

They tried hard *to catch the fish, which*, however, was found impossible.

*He has performed such a hard task without murmur, which* is a clear proof of his strong will.

*She told her father of her success, upon\** *which* his face brightened up with joy.

36. "That" compared with "Who" and "Which."—While "*who*" and "*which*" are generally explanatory, "*that*" is generally restrictive and is to be preferred:

(1) *When the Dependent Clause is restrictive.*

a. { He is the **richest** man **that** I know.  
This is the **best** story **that** has ever come from his pen.

b. { This is the **only** mistake **that** he has ever made.  
I have done **all that** I could.  
This is the **same** watch **that** I lost yesterday.

c. { **It is I** **that** am called.  
**It was he** **that** did it.  
**It is a nightingale** **that** is singing over there.

(2) *When the Antecedent includes both persons and animals.*

He has photographed a lady and her dog *that* (neither *who* nor *which*) were just passing by.

---

\* For this use of "*upon*" see ¶ 105.

The men and horses that appear over there belong to the 5th regiment.

(2) *After Interrogative Pronouns.*

Who that (not *who*) is honest can do so?

What that (not *which*) is not bad is ever learned by such intercourse?

37. "What," equivalent to "*that, which,*" or "*all that*" is chiefly used when it is not desirable or proper to make any definite mention of the antecedent.

What is cried up by popular voice is not always the best.

From what I have observed so far, I make no doubt of their success.

He remembers what he hears.

38. "As" used as a Relative.—This is when it is preceded by "*as,*" "*such,*" or "*same.*"

As many beggars as came were given some alms.

They paid him as much respect as they could.

Let us associate only with such as (= *those who*) are wise.

Such success as you speak of may only be got by energetic application.

I study the same language as you (= *that you do*).

39. "But" used as a Relative.—It is then equivalent to "*that not,*" and is always preceded by a negative word.



There is nobody **but** has (= *that* has *not*) some ambition.

Not a lady present **but** gave (= *that* did *not* give) something to the orphan.

**40. Continuative Use of a Relative.**—  
Notice the difference:—

*Ordinary Use.*

The man **who** was praised so much was really a hypocrite.

Those books **which** are neither instructive nor interesting have no reason for existence.

*Continuative Use.*

I met Mr. Itō yesterday, **who** (= *and he*) told me an interesting news.

He began to read the book, **which** (= *and it*) proved very easy for him.

It will thus be seen that a Continuative Relative is a convenient equivalent for the combined force of a Co-ordinate Conjunction and a Personal Pronoun.

**41. A Relative Pronoun agrees with its Antecedent in Person and Number.**

Nothing is possible for **me** *who am* always so poor and sick.

**You** *who are* so rich. **He** *who is* honest.

A Noun of Multitude is represented by "*who*" in the plural, while a Collective Noun is represented by "*which*," either singular or plural.

*Noun of Multitude as  
Antecedent.*

I told it to my **family**,  
*who were* all surprised.

It is a pleasure to teach  
my **class**, *who are* all  
so diligent.

*Collective Noun as  
Antecedent.*

He has ruined his  
**family**, *which was*  
formerly the richest  
one in the town.

There are only five **fami-  
lies** in the village,  
*which, however, are*  
all rich.

I teach a **class**, *which is*  
composed of 30 stu-  
dents.

We have ten **classes**,  
*which are* each com-  
posed of 30 students.

Exception:—When the Principal Clause begins with the emphatic demonstrative “*it*,” as in “*It is I*” and similar expressions, the Relative agrees with the Subjective Complement, and not with “*it*”.

It is **I** *that am* suspected, not you.

It is **you** *that have* won the prize.

It was **they** *that were* punished.

## 42. Omission of a Relative Pronoun.—



This often occurs when the Relative is in the Objective Case.

The man (**whom**) you speak of is my uncle.

This is the house (**that**) we live in. (=the house in which we live.)

When the antecedent denotes time, the Preposition governing the relative is also omitted.

You must finish it by the time (at *which*) he comes back.

It took place just on the day (on *which*) you started for Kyoto.

These may also be construed as having the Conjunction "*that*" or the Adverb "*when*" understood.

#### 43. Compound Relative Pronouns. —

These are formed by adding "*ever*" to "*who*," "*which*" and "*what*."

*Nom.*            **Whoever** (=anyone who)

*Poss.*           **Whose ever** (*Rare*) (=anyone whose)

*Obj.*            **Whomever** (=anyone whom)

*Nom. & Obj.* { **Whichever** (=either or any that)  
                  **Whatever** (=anything that)

44. How to determine the case-form of a Compound Relative.—A Compound Relative is in itself an Antecedent and a Relative



combined, but its case-form is determined by its office as Relative, and not as Antecedent.

I will reward **whoever** (=anyone *who*) can answer.

Please invite **whomever** (=anyone *whom*) you like.

**45. A Compound Relative is often used to introduce a Concessive Clause.**

If anyone should dare to do so, I will punish him, **whoever he may be** (=no matter *who he may be*).

**Whatever you do** (=no matter *what you do*), you cannot please him.

**Whichever you may take** (=no matter *which you may take*), you should keep it carefully.

**46. Adjective Use of a Relative.**—Observe the following:—

{ He beat her on the cheek, **which** rude act (=and *this rude act*) he greatly regretted afterwards.

{ At this astounding news she swooned right away, **in which** state (=and *in that state*) she continued for a couple of hours.

{ He spends **what** money (=all the money *that*) he gets.

{ I have sold **what** few things (=all the few things *that*) I had. (少シ許リ持ッテ其ヲ物ヲ悉ク)

{ He was allowed to choose **whatever** lesson he liked.

{ Take **whichever** course you prefer.

- { Whatever task it may be, you should never slight it.  
{ Let us say nothing against him, **whichever** side he may join.

## EXERCISE VII.

(a) *Substitute Suitable Relative Pronouns for the italicized words:—*

1. I visited Mr. Katō yesterday, *and he* was greatly pleased to see me after so long a time.
2. He saves *all that* he earns.
3. I have lost *all the* little hope *that* I had.
4. He acted quite contrary to his promise, *and this* betrayed his treacherous nature.
5. I will do *anything that* you order me.
6. *Any* work *that* is to be done, should be done in earnest.
7. He spoke fearlessly against the government, *and that* act cost him dear afterwards.
8. *No matter what* success you may attain, you must not betray any pride.
9. She saluted with a smile *anyone whom* she met.

10. Please lend me *either* book *that* you have done with.

11. He listened to *anyone* *whose* request was reasonable.

12. I will buy the house, *no matter* *whose* it may be.

13. *No matter* *what* step I may take, I am sure to incur his displeasure.

14. There was not a boy *that* did *not* do his best.

15. There was not a place famous in history or fable *that* he did *not* visit in his life-long journey.

(b) *Fill the blanks with suitable Relative Pronouns :—*

1. This is the best design—he has ever drawn.

2. I don't think—he says is true.

3. Who — has common sense can do so?

4. A woman — husband is dead is called a widow.

5. What — he did was not ever in the cause of humanity?

6. — particularly displeased his audience was his constant gesticulation.



7. This is the same watch — I lost yesterday.

8. They have carried away the man and the horse — were found dead in the wood this morning.

9. He told his plan to his family, — were all delighted at the idea.

10. I don't like such people—you speak of.

(c) *Correct the following* :—

1. The gentleman who she is speaking with is Mr. Sano's father.

2. I like such a story which you have just told.

3. It is they who has been making a noise.

4. The ceremony was attended by the cavalry which was all mounted on dark gray horses.

5. They will welcome whomever goes there.

6. Here are three books. You may take whatever you like.

7. The people heard the news all lamented his unhappy fate.

8. The day which we started was cold and cloudy.

### § 3.—INTERROGATIVE PRONOUNS.

**47. Interrogative Pronouns used Conjunctively.**—These, though similar to Relative Pronouns in connecting Clauses, differ from them in taking no Antecedents.

#### *Conjunctive Interrogatives.*

I don't know **who** he is.

Tell me **whose** house it is.

I will tell you **who** he is,  
but not **what** he is.

I have heard **what** he is  
like.

#### *Relatives.*

We like a *man who* is  
kind and honest.

I condoled with *Mr. Toda*,  
**whose** house had  
been burnt down.

A **man who** saves **what**  
he earns can not fail in  
life.

I have made him **what**  
he is.

**48. An Interrogative Pronoun combined with an Infinitive.**—Observe the following :

I don't know **whom** to ask.

He hesitates **which** to adopt.

I was puzzled **whose** house to visit first.

**49. "What" in an Exclamative sense.**—  
In this use it is often accompanied by "*not*."

**What** was my joy on seeing him !

**What** was *not* my joy on seeing him !

In spite of the adverb “*not*,” the two sentences mean the same thing.

**50. Adjective Use of an Interrogative.**—Observe the following:—

What magazine do you take?

Tell me what sort of a man he is.

Which plan do you think is the better?

I advised him what course to pursue.

He hesitated which side to support.

*This is also the case in Exclamative use:—*

What a fellow he is!

What a strange fellow he is!

## EXERCISE VIII.

*Translate the following, using Interrogative Pronouns wherever possible:—*

1. 誰ト共ニ行キマシタカ。
2. 私ヲ誰ダと思ヒナサル。
3. 君ハ私ガ誰ヲ訪ネタト思ヒマスカ。
4. アノ人ノ名ハ知ツテキルガ職ハ知リマセン。
5. 其書物ハドンナノデシタカ。 (Translate by “*what*” and “*like*”)



6. ドチヲノ道カラ行ケバ宜シイカ聞カシテ下  
サイ. ("to take")
7. ドンナ晝ヲカケバ宜シイカ困マリマシタ。
8. 其知ラセヲ聞イタルノ彼ノ人ノ愕キハドン  
ナデシタラウ。
9. 私ハ何ト言ツテ宜シイカ分リマセヌ。
10. 彼ハ誰レニ話シカケテ宜シイカ困ツテホタ。

#### § 4.—ADJECTIVE PRONOUNS.

(THEIR ADJECTIVE USE INCLUDED.)

51. The Distinction between Adjective Pronouns\* and Pronominal Adjectives\* is rather immaterial, since the former class of words readily becomes the latter when used with nouns. In the following explanations, therefore, we shall include these Pronouns in their Adjective use.

#### 52. "This," "that."

The child is always breaking **this** thing or that  
(=something or other).

The cat has scratched me like **this** (=thus. コソ  
ナ=).

\* Both may be included under the common term "*Pronominals*."

How have you been hurt like that? (=so. ソンナニ).

Please copy this letter, and that (=and do so) immediately.

He accomplished such a hard task, and that in less than a week.

His writings are more interesting than those of his father.

“This day week” means the corresponding day of next week and, less frequently, of last week.

Let us meet again this day week.

He embarked from Yokohama this day week.

I shall be able to finish it by this time to-morrow.

“Almost on that day year (一年前ノ其ノ日頃ニ) t (the House of Commons) had been cheering\* Pitt.”

Macaulay.

“These three years” means “for the last or next three years.”

I have studied it these four years.

I will study it these four years yet.

I shall see you again one of these days (=shortly).

53. “Former,” “latter.”—These are always preceded by “the.”

Hideyoshi and Iyeyasu were not always friends;

and the former was once defeated by the latter at Nagakude.

Knowledge should be guided by virtue ; the former alone has often proved baneful.

**54. "Same"** is always preceded by "*the*."

This is the same (= *the very thing*) that I lost yesterday.

You wear the same kind of hat as he does.

He bought a watch and sold the same (= *that very watch*) the next day.

"**One and the same**" is a more emphatic term for "*the same*."

These different expressions all mean one and the same thing.

**55. "Such,"** when used with the Indefinite Article, always precedes it.

Such a story as you have just told is always edifying.

No one can hope to beat such as you.

He was a learned man, and was greatly respected as such (= *as a learned man*). (He may not have been respected *in other respects*.)

If you are really a patriot, show yourself such (= *a patriot*).

"**Such and such a,**" and sometimes "**such a,**" is used in an indefinite sense.



She will always tell you that she has been to see **such and such a play at such a theatre.** (ドコソコノ劇場デ何々ノ芝居ヲ見ニ行ッテ來タ).

### 56. "All."

**All** you have to do is to obey him (=You have only to obey him.)

Let us have sympathy, **each for all, all for each.**

**"At all"** is an emphatic phrase used negatively, interrogatively, or after *"if,"* and expressing a variety of meaning.

He does not study **at all** (=in the least).

I have no ambition **at all** (=in any respect).

What do you study for **at all** (=anyhow)?

Be thorough, if you study **at all** (=at any rate).

**After all,** man is a selfish being. (到底、畢竟).

There were fifty passengers **in all.**

You must do it, **first of all.**

**Last of all,** Mr. A. rose to speak.

**All the boys are good.** = **The boys are all good.**

57. **"Both,"** when used with the Definite Article, always precedes it.

**Both the** brothers are clever.

But *"the"* in the above construction is often understood.

**Both of them are good.** = **They are both good.**

## 58. "One."

(1) *Used to save the repetition of a noun.* In this case, it admits of plural.

This ring is not so good; please show me a better **one** (=ring).

The prince bought two gold watches and three silver **ones** (=watches).

(2) *Used independently of nouns.* In this case, it is limited to singular and referred to by another "one."

**One** should obey **one's** (not *his*) superiors.

**One** is apt to think **oneself** (not *himself*) faultless.

**One who** (=he who) is just, does not fear.

But when preceded by "*any*," "*some*," "*every*," "*each*," or "*no*," it is referred to by "*he*."

**Every one** did **his** best.

**No one** knew what **his** fate would be.

(3) *In the sense of "a certain."* In this case, it is a Pronominal Adjective.

**One** night (=on a certain night) we took a stroll there.

**One** Tanaka (=a certain Tanaka\*) is reported to have committed suicide yesterday.

---

\* See ¶ 4. (c)

(4) *Compared with "it."* "One" represents an indefinite Noun; "it" a definite one.

{ Have you a knife? Yes, I have **one** (= *a knife*).

{ Have you the knife? Yes, I have **it** (= *the knife*).

{ I want a trunk, but have no money to buy **one** (= *a trunk*).

{ I bought a trunk, and gave **it** (= *the trunk*) to my brother.

59. "None" is found in both numbers.

**None** (= *no one*) knows the fact. (*Separately.*)

**None** know (= *all are ignorant of*) the fact. (*Collectively.*)

It is, however, generally singular in modern usage.\*

60. "Another."

Show me those of **another** make (= *a different make*).

This is not enough; please give me **another** glass (= *one more glass*).

He is a hypocrite; his wife is **another** (= *also one*).

61. "Other," when singular, generally takes "*the*."

One of them was a merchant; **the other** a student. (今一人).

---

\* See Dixon's *English Lesson*.



One of my brothers lives in Kyōto ; the others (= *the rest*) are all in the native place.

I don't care what others (= *people*) may think of me.

62. "The one . . . the other" = "*the former . . . the latter*."†

Hideyoshi and Iyeyasu were not always friends ; and the one was once defeated by the other at Nagakude.

But it is often vaguely used in the sense of "*one . . . the other*."

He has two sons ; the one is an engineer, the other a lawyer.

"On the one hand . . . on the other (hand)" (一方デハ . . . 又一方デハ)。

It was now a critical time for the family. On the one hand, the father had become totally imbecile ; on the other, the sons went wild and unruly.

63. "Either," "neither."—Both are used of two things. In case of three or more, "*any*" and "*none*" are used.

Do you know either of them?

(Compare :—Do you know any of them?)

I know neither of them.

(Compare :—I know none of them.)

64. "Every" is always a Pronominal Adjec-

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† See Bain's *Companion to the Higher Grammar*, p. 111.

tive. It means "*each without exception*," and always implies a plural idea.

**Every boy** was satisfied. (= *All the boys* were satisfied.)

He teaches us **every other** (=every second) day.

Please write it in **every other** (=every second) line.

He comes **every third day** (or *every three days*).

She stopped for breath after **every few steps**.

(But "*every days*," "*every steps*," etc., are of course wrong.)

65. "**Each**" compared with "**every**":—

"*Every*" emphasizes the idea of the whole through that of individuality, while "*each*" stops with the latter idea.

**Every child** loves its parents. (トノ子供デモ皆自分ノ親ヲ愛シマス. "*All children without exception*.")

**Each child** loves its (own) parents. (子供ハ名々ニ自分ノ親ヲ愛シマス).

**Each man** has his own ambition, but it is not **every man** that happily sees it realized.

66. "**Each other**" and "**One another**."—

The usual distinction is as follows, though they are sometimes interchanged:—

|                                          |                                        |
|------------------------------------------|----------------------------------------|
| "Each other" (said of two).              | "One another" (said of three or more). |
| The <i>two</i> hated <b>each other</b> . | Let us <i>all</i> love one another.    |
| Don't speak with <b>each other</b> .     | Don't speak with one another.          |

## 67. "Some," "any."

### I. "Some" and "any" compared.

(1) "*Some*" is definite; "*Any*" indefinite.

{ You must do so **sometime**. (イツカ).

{ You may do so **any time**. (イツデモ).

{ **Somebody** must have told you so.. (誰カ).

{ **Anybody** will be surprised if you say so. (誰デモ).

(2) "*Some*" is used affirmatively; "*any*" is used negatively, interrogatively, or after "if."

{ Do you know **any** of them? I am sure you know **some**.

{ No, I do not know **any** of them.

He asked me *if* I knew **any** of them.

I should like **some** cherries. (少許). Have you **any**? (イクラカ).

Exception:—"Some" is used interrogatively in offering something to another.



This is very good. Won't you take some?

(3) "Some" used before numerals gives an indefinite sense.

There were some thirty (=about thirty) members present.

The building cost some two thousand yen.

"Some .... or other" is equivalent to "this or that" in an indefinite sense.

He is always doing some mischief or other.  
(何カカニカイタヅラヲ)

I will do so somehow or other (ドウカ、カウカシテ)

Some day or other you will have to repent of it.  
(イツカ其中ニハ).

## II. "Some" compared with "a certain."

### "Some"

(Definite but not exactly known.)

He seems to be reading some novel. (何カ小説ヲ).

Some gentleman must have called in my absence. (ドナタカ).

### "A certain."

(Definite and known, but not named.)

I am reading a certain (or a) novel. (或小説).

A certain gentleman called on me yesterday. (某紳士).

### III. "Any" compared with "every."

"Any."

(One at a time. ドレデ  
モ一ツ)

I will do **anything** for  
you.

I can live in **any** house.

He is an old baby; he  
cannot do **anything**.  
(He can do *nothing*.)

"Every."

(All at a time. 悉ク)

But I cannot do **every**  
**thing** for you.

But I cannot live in **every**  
**house**. (Because I have  
*but one body*.)

However great a man  
may be, he cannot do  
**everything**. (He can do  
some, but *not all*,  
things.)

"Any and every" (何デモカデモ、何モカモ)  
is a very strong term, combining the two  
ideas above explained.

I wonder if there is a person that knows **any-**  
**thing and everything**.

I wish to read **any and every** book relating to my  
subject of study.

### EXERCISE IX.

(a) *Substitute suitable Adjective Pronouns  
for the italicized words:—*

1. The climate of Japan is much milder than *the climate* of Siberia.

2. Hideyoshi and Iyeyasu were the two greatest figures of the time; *Hideyoshi* was a mighty conqueror, *Iyeyasu* a far-sighted statesman.

3. He is a villain; his son is *also villain*.

4. His paintings are better than *the paintings* of his master.

5. One of them was a soldier: the *rest* were all students.

6. I like both the Hakkenden and the Gwaishi; the *former* is a historical novel on a moral plan, the *latter* a narrative history of a poetical nature.

7. You handle the instrument in that way, but he does it in *a different way*.

8. You had better not mind what *people* say of you.

9. He was a veteran soldier, and was greatly respected as *a veteran soldier*.

10. *A man* should mind *his* own duty.

11. *A certain* Takata is going to pick a quarrel with your brother.



12. She bought a gold ring, and lost *it* the next day.

(b) *Correct the errors :—*

1. I have seen it in some book that I bought yesterday.

2. Anybody must have concealed it.

3. The both parents were much pleased at his success.

4. Even a perfectly virtuous man cannot please anybody.

5. One should obey his parents.

6. As he is penniless, he cannot buy everything.

7. I asked him to lend me a pen, but he said he hadn't it.

8. Do you know either of those three gentlemen?

9. One of her two sisters is a musician, another a painter.

10. Let us all love each other.

11. I am very fond of apples. If you have some, please give me any.

12. You may take any of those two pictures.

(c) *Translate the following, using Pronominals wherever possible :—*

1. 彼ハドウシテモ豪傑ダ。
2. 何ヨリ先ニ君ノ品物ヲ片付ケ給ヘ。(things;  
to put away.)
3. アレハ私ノ時計ヲコンナニ毀ハシタ。
4. 苟モ英語ヲ勉強スル位ナラバ本氣ニヤリナ  
サイ。(“in earnest.”)
5. 私ハコノ四年間此學校ニ居マシタ。
6. 明日ノ今頃迄ニハ歸ラネバナリマセン。
7. 來年ノ今日頃マタ逢ハレルデセウカ。
8. アノ人ハイツデモ何々紳士ニドコソコデ御  
馳走ニナツタト云ツテラル。(to be entertained;  
to be treated.)
9. 私ハアノ人ニ斯々ノ折ニ斯々ノ褒美ヲ貰ッ  
タト云フヲ聞セテヤツタ。(on an occasion.)
10. 何デモ御存ジノ話シヲ聞カシテ下サイ。
11. 私ハ顯微鏡ヲ買ヒタイガ買フ錢ガナイ。(a  
microscope.)
12. ドウカ室(ヘヤ)ヲ掃イテクレ、ソレモ直グタ  
ノム。
13. 善(*the good*) ト、美(*the beautiful*) トハ畢竟  
同一物ダト云フ人モアリマス (to be translated  
into an emphatic term.)

14. 一方デハ政府ガ壓制デ、又一方デハ人民ガ怠惰且卑屈デアッタ。 (*tyrannical, despotic; mean, slavish.*)

15. 數年目毎ニ何カカニカ災難ガ其國ニ降ツテ來タ。 (*disaster, calamity; to come upon, to befall.*)

16. 誰デモ皆自分ノ國ヲ愛シマス。

17. 人ハ名々ニ自分々々ノ國ヲ愛シマス。

18. 五十人計捕虜ニ成ツタ。

19. イツカアレヲ罰シテヤラウ。

20. 何デモカデモ買ヘル様ナ金持バアルカ知ラン。 (*I wonder if, etc.*)

## CHAPTER III.—THE ADJECTIVE.

### INTRODUCTORY TABLE.

|             |                     |                                    |         |       |
|-------------|---------------------|------------------------------------|---------|-------|
| Classes.    | Pronominal.         | This boy. Such water. Which book?  |         |       |
|             | Quantitative.       | Five boys. Much water. Many books. |         |       |
|             | Qualifying.         | Good boys. Pure water. Easy books  |         |       |
| Comparison. | Positive Degree.    | Easy.                              | Good.   | Many. |
|             | Comparative Degree. | Easier.                            | Better. | More. |
|             | Superlative Degree. | Easiest.                           | Best.   | Most. |



## § 1.—PRONOMINAL ADJECTIVES.

68. The Pronominal Adjectives come from the following three heads :—

1. Adjective Pronouns.
2. Relative Pronouns.
3. Interrogative Pronouns.

But, as they have already been treated in their respective sources, nothing further need be stated here.

## § 2.—QUANTITATIVE ADJECTIVES.

## Introductory Table.

- |    |   |                                                                                                                      |
|----|---|----------------------------------------------------------------------------------------------------------------------|
| I. | { | Those denoting Quantity modify Material Nouns. ( <b>Much</b> sugar, <b>some</b> water, <b>little</b> milk.)          |
|    | { | Those denoting Degree* modify Abstract Nouns. ( <b>Great</b> vigour, <b>much</b> reluctance, <b>little</b> comfort.) |

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\* See *Nesfield*, page 32.

- II. { Those denoting Indefinite Number modify Plural Nouns. (**Many** boys, **few** pins, **several** books.)
- { (a) Plural Nouns. (*Cardinals*.\*)  
       { (**Five** miles, **a dozen** pencils.)
- { (b) Singular Nouns. (*Ordinals* \*.) (**Fourth** girl, **tenth** year.)
- { (c) Both Singular and Plural Nouns. (*Multiplicatives*.)  
       { (**Half** my income, **half** my books.)

### 69. An Ordinal used with a plural noun.

—In this case, the noun must first be modified by a Cardinal.

The **first three students** are the best in the class.

He has published the **second 1,000 volumes** of that novel.

Note.—Such expression as “*three first boys*” should be avoided, unless to mean “*three boys who are each the first,*” say, in his own class. But this interpretation, it must be said, is rather farfetched and rare.

70. Both Cardinal and Ordinal may sometimes be used with regard to the same matter.

---

\* These are jointly called “Numeral Adjectives.”

He died at ten years of age=He died in his tenth year.

The second lesson=Lesson two.

The thirtieth page=Page thirty.

Open the book at page ten and read Lesson Five.

### 71. Numerals are often used as Nouns.

Tens of thousands of people perished in this disaster.

They dispersed by twos and threes\*. (*=in several groups of two or three*).

A girl in her teens (*=in an age between thirteen and nineteen*).

A man in his thirties (*=in an age between thirty and thirty-nine*).

That old man is stronger than most young men in their twenties.

72. Numerals between 21 and 49 may be read in two ways.

|                                                                                                      |                                                                                                    |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| $25 \left\{ \begin{array}{l} = \text{Twenty-five.} \\ = \text{Five and twenty.} \end{array} \right.$ | $32 \left\{ \begin{array}{l} = \text{Thirty-two.} \\ = \text{Two and thirty.} \end{array} \right.$ |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|

### 73. How to read Fractions.

$\frac{1}{2}$  = One half.       $\frac{1}{3}$  = One third.

$\frac{2}{3}$  = Two thirds.       $\frac{1}{4}$  = One fourth, or a quarter.

$\frac{1}{10}$  = One tenth.       $\frac{7}{25}$  = Seven twenty-fifths.

---

\* Compare with the Japanese phrase 三 ★ 五 ★.



253  $\frac{2}{5}$  dollars = Two hundred and fifty-three and two fifth dollars.

74. "No" may be used with a noun of either number.

*Quantity.* There is **no** (=not any\*) water.

*Degree.* He has **no** (=not any\*) patience.

*Number.* { There are **no** (=not any\*) trees there.  
                   (少シモ何々ガナイ).  
 I have **no** (not a\*) pencil. 一ツモ持ッテ ナ イ).

75. "Many."

"Many a student" = *Many times one student* (學生幾人モ々々々)†

Many a student has fallen a victim to this vice.

"So many" { = *The same number of.*

"As many" }

Those five boys behaved themselves like **so many** (=five) heroes.

"I assembled a number of my playfellows, and we worked diligently like **so many** emmets" (丁度其人數丈ケノ蟻ガ集マツタ様ニ). *Franklin.*

You will no doubt learn it in two or three hours, but it will take me **as many** (=two or three) days.

He has bought a dozen handkerchiefs and **as many** (=a dozen) pair of stockings.

\* See Dixon's *English Lessons*, Various Hints, "No."

† See *Nesfield*, page 164.

**76. "Double"** is used with a noun of either number, and has the two meanings of "*two-fold*" (二重) and "*twice*" (二倍).

In doing so, he has the **double end** (not *double ends*) of fame and profit.

A Transitive verb sometimes takes a **double object** (not *double objects*).

I had to pay **double the** usual price.

The enemy has **double our** troops.

**77. "At first."** (初メハ). "**For the first time.**" (初メテ).

Though rather poor **at first**, he soon got rich.

I have seen it **for the first time** in my life.

**78. "Some," "any," "all."**—These, though treated as Pronominals, are really Quantitative Adjectives in the following use:—

*Quantity.* { There is yet **some** water left.  
He has not got **any** money.  
I have drunk **all** the wine.

*Degree.* { He has **some** patience, but not **any** courage.  
He summoned forth **all** his courage.

*Number.* { Though there were **some** pretty pebbles on the shore, there were not to be found **any** shells to the disappointment of **all** the children.

## EXERCISE X.

(a) *Correct the errors:—*

1. Though he has used large diligence, he has made few progress.
2. I am glad that I made a few mistakes.
3. I am sorry that the wind has done little damage to your house.
4. By doing so, we can attain the double ends of health and pleasure.
5. One thousand and two hundred thirty-five men were made prisoners.

(b) *Read or write out the figures fully in words:—*

1. 2,345.
2.  $1,035\frac{2}{3}$ .
3. The earth revolves round the sun in  $365\frac{1}{4}$  days.
4. The society held its 12th meeting on the 29th of June in the 31st year of Meiji.
5. Edward III reigned in the 14th century.

(c) *Translate the following:—*

1. 彼ハ其ヲスル勇氣ガ充分アル。
2. 私ハ通常ノ仕事ノ二倍シマシタ。
3. 本ヲ二十頁ノ處デ開イテ第七課カラ始メマ



セウ。(To be translated in two ways, by using Ordinals and Cardinals respectively.)

4. 彼ハ二十五歳ノキニ洋行シマシタ。(Also to be translated in two ways.)

5. 彼ハ廿歳未滿ノ少女ノ様ニ耻シサウニ歌ヒ始メタ。(teens; bashfully, in a bashful manner.)

6. アノ人ハ實際四十五歳ナレドモマダ三十臺ノ人ノ様ニ見エル。(To be translated in two ways.)

7. 明治二十七年ニ初メテ東京ヲ見物シマシタ

8. 最初三年間ハ非常ニ寂シク感ジマシタ。

9. 幾人々々モ同様ノ運命ニ逢ツタモノガアル  
(to meet with.)

10. 私ハペン四ツ買ヒマシタガ、アノ人ハ鉛筆ヲ同數買ヒマシタ。

11. 其夜澤山ノ流星ガ恰モソレ丈ケノ火花ガ飛ブ様ニ見エタ。(meteor; spark; to shoot.)

12. 最初ハ會員ノ間ニ少シモ不和ガ無カッタ  
(dissension.)

### § 3.—QUALIFYING ADJECTIVES.

**79. The Qualifying Adjectives\*** form the Adjectives proper. Besides such genuine ones as "*good*," "*young*," "*brave*," etc., there are many derived from other parts of speech.

**80. Proper Adjectives** derived from Proper Nouns.—

|                             |                             |
|-----------------------------|-----------------------------|
| <b>Formosan.</b> (Formosa.) | <b>Spanish.</b> (Spain.)    |
| <b>Korean.</b> (Korea.)     | <b>French.</b> (France.)    |
| <b>Buddhist.</b> (Buddha.)  | <b>Christian.</b> (Christ.) |

Most of these are also used as names of nations or individuals.

The **French** are a polite people.

He is a **Korean**. I am a **Buddhist**.

Names of towns are generally used as **Adjectives** without any change.

An **Osaka** merchant; the **Tokyo** dialect.

I got acquainted with a famous **London** banker at a certain **Paris** club.

**81. Material Adjectives.**—These are used as such without any change from Material Nouns.

A **gold** watch; an **iron** bridge; a **bone** handle.

---

\* Called also "Descriptive Adjectives."

"*Earthen*," "*oaken*," "*wooden*" and "*woolen*" are some of the exceptions.

Earthen ware; oaken stairs; wooden houses; woolen cloth.

"*Golden*" is generally used in a figurative, and not a literal, sense.

The golden rule\*; golden hair; the golden age.

## 82. Verbal Adjectives derived from Verbs.—

### (1) From Present Participles.

A crushing defeat; a striking appearance; a puzzling question; a hissing sound.

### (2) From Past Participles.

A burnt child; a respected gentleman; written examination; a fallen tree; a broken watch.

**83. A Compound Adjective.**—A combination of words belonging to different parts of speech, when used to qualify a noun, is often treated as a Compound Adjective.

A kind-hearted gentleman; a short-tempered man; a long-necked bird; a left-handed man (左利ノ人);  
ヒダリキ、  
a broad-shouldered man.

The long-expected news; the wished-for result; grown-up people; a well-to-do merchant.

A five-year old child; a two hundred yard race.

---

\* "Do unto others as you would be done by."



A good-for-nothing youth ; a hand-to-hand combat.

## EXERCISE XI.

(a) *Give the Proper Adjectives derived from the following:—*

- |            |           |            |
|------------|-----------|------------|
| 1. Greece. | 2. Italy. | 3. China.  |
| 4. Rome.   | 5. India. | 6. Turkey. |

(b) *Point out the Verbal Adjectives and give the original Verbs:—*

1. The letter was a printed, not a written, one.

2. The deceased gentleman was a celebrated antiquarian.

3. She went along the beach, shouting for her missing child, but nothing but the sound of the howling gale and the broken surges was heard in reply.

4. He is always outspoken.

5. The forsaken house stood lonely with only a graven image of its ancestor inside.

(c) *Substitute for the italicized parts equivalent expressions containing Adjectives of some kind:—*

1. *A man with short sight* experiences great inconvenience.

2. I have never known *a man with such a hot temper.*

3. *A man of virtue* has always *a kind heart.*

4. Is there ever *a Japanese having blue eyes?*

5. I have never met with *a case which puzzles me so much.*

6. He studies *the language of Germany.*

7. At last he obtained *the result that had long been wished for.*

8. He told us *a story which was good for nothing.*

9. They ran *a race which extended over four hundred yards.*

10. In my neighbourhood there is *a dog which is fifteen years old.*

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§ 4.—COMPARISON.

**84. Comparison in a Descending Scale.**

—This is expressed by the help of “*less*” and “*last*,” in contrast to the usual form of Com-

parison in an Ascending Scale expressed by "*er*" and "*est*" or "*more*" and "*most*."

*Ascending Scale.*

He is kinder than his brother, but his father is the kindest of the three.

This is more beautiful than that.

He is the most diligent of all.

*Descending Scale.*

He is less kind than his brother, but his father is the least kind of the three.

This is less beautiful than that.

He is the least diligent of all.

Note :—" *More*" in such as "He is more honest than clever," is not an auxiliary to form a Comparative Adjective, but an independent Adverb in the Comparative Degree. See under "Simple Adverbs," Chapter VI.

**85. Absolute Superlatives.\***—Sometimes the Superlative form is used absolutely in the sense of "*exceedingly* + positive form."

*True Superlative.*

(Formed according to the rules for the formation of the Degrees of Comparison, and takes "the.")

He is the bravest of them all.

*Absolute Superlative.*

(Formed always by the help of "*most*" with or without the Indefinite Article).

He is a most brave (= *an exceedingly brave*) man.

\* See Cox's *Aids to English Composition and Translation*, "The Articles," ¶ 25 (b).



|                                                                 |                                                  |
|-----------------------------------------------------------------|--------------------------------------------------|
| They are <b>the bravest</b> men<br>in the regiment.             | They are <b>most brave</b> men.                  |
| This is <b>the most inter-<br/>esting</b> story of all.         | This is <b>a most interesting</b><br>story.      |
| These are <b>the most inter-<br/>esting</b> of all his stories. | These are <b>most inter-<br/>esting</b> stories. |

**86. Latin Comparatives.** — With these, “*to*” takes the place of “*than*.”

This method is **superior to** (= *better than*) that.

This method is **inferior to** (= *worse than*) that.

This event was **anterior to** (= *earlier than*) that.

This event was **posterior to** (= *later than*) that.

**87. “Later, latest;” “Latter, last.”** — These, though derived from the same Positive form, are distinguished in their use.

“Later, latest.”

(Said of time.)

None were **later** than he.

These are corrected in  
**later** editions.

The **latest** report is to  
hand.

“Latter, last.”

(Said of order.)

Ito and Kato were ab-  
sent; the **latter** had  
gone into the country.

We find few honest peo-  
ple in these **latter** days.

(Compare : — *former*  
days.)

The **last** effort was in  
vain.

|                                     |                                      |
|-------------------------------------|--------------------------------------|
| His latest novel is now<br>on sale. | I tended him in his last<br>moments. |
|-------------------------------------|--------------------------------------|

**88. A Comparative is often accompanied by a negative word to imply a Superlative sense.**

**Nothing is easier** (than this). = (This is the *easiest* thing).

**I have never been in better health** (than I am now). = { I am now in the *best* health (that I have ever been in) }.

What should be noticed in this construction, is that the dependent clause introduced by "*than*" is often understood.

**89. Some phrases with the Superlative.—**

**"At best" or "At the best"** (イクラ善クテモ、ツマリハ)。

Life is short **at (the) best**. (人生ハ永クテモ知レタモンダ)。

Don't join him ; **at (the) best**, he will make a cat's paw of you. (アノ人ノ仲間へ這入リナサルナ、お先ニ使ハレル位ガ關ノ山デセウカラ)。

**"For the most part."** (大概)。

They are, **for the most part**, worthless articles.  
(= *Most of them are worthless articles.*)

**"At most" or "At the most."** (多クテ、多クトモ)。

It may be worth five yen or so at (the) most.

“At least.” (少クテ、少クトモ)。

It may be worth five yen or so at least.

“In the least.” (少シモ)。

I am not satisfied in the least.

## EXERCISE XII.

(a) *Correct the errors:—*

1. He is thin, indeed, but you are far thinner.
2. The Ishikari is longer than all the Japanese rivers.
3. In eloquence he is inferior than none.
4. He is idle than his older brother.
5. Your house is more far than his, but mine is the most far of all.
6. The proposal having been adopted, there was no much dispute.
7. The latest man that left the ball was Mr. A.
8. I drank fewer wine than beer.

(b) *Translate the following:—*

1. 彼ノ畫ハ君ノヨリ美シクナイ、併シ私ノハ一番美シクナイ。



2. 誰デモ彼ヨリ勉強ノ劣ルモノハナイ。
3. 彼ハ少クトモ五十歳位ニ相違ナイ。
4. 我々ハ充分武裝シテ非タカラ少シモ恐シク無カッタ。 (*to be armed.*)
5. 此ヨリ六ヶシイ事モナイガ、是ヨリ有用ナ事モナイ。
6. 彼ハ非常ニ立派ナ家ニ住ンデヲル。
7. 多クテモ五十圓ヨリ餘計ハカ、ラナイダラウ。
8. 兵士ハ大抵健全デアッタ。

## CHAPTER VI.

### THE ARTICLE.

#### § I.—USES OF THE ARTICLES.

90. As the Definite Article particularizes a noun, care should be taken to use it only **when the noun is specified by the context.**

I have bought a novel and a dictionary. **The** novel cost only fifty sen, but the dictionary cost thrice the sum (*=fifty sen.*)

I have hired a house; **the** rent (*=its rent*) is rather cheap.

Do you know **the** height of Fuji?

The progress of my pupils surprises me.

He came just at the right moment.

He was the greatest statesman in his time.

They are the worst sort of people.

Both Katō and Yamada are rich; but Katō is the richer (man) of the two.

\* Which is the better singer of those two?

91. It may sometimes seem as if "the" had no context to justify its use. But then the context is understood between the persons.

When we Japanese say "the Emperor," it is readily understood that "*the present emperor of Japan*" is meant. When we say to any one, "Please shut the window," it is at once understood to refer to "*the window near him.*"

The Empress saw the Emperor off at Shimbashi.

Let us take a walk in the park.

We saw him at the station.

This is particularly the case with such nouns as "sun," "moon" and "world," by which we usually mean "*the sun of our solar system,*" "*the moon belonging to our earth,*" and "*the world in which we live,*" though there may be many suns, moons, and worlds.

The earth is larger than the moon, but smaller than the sun.

He has travelled all over the world.

## 92. Special Uses of the Definite Article:—

(1) *When the individual represents the whole class.*

(2) *When the noun is used in an Abstract sense.*

(3) *When the noun denotes measurement after the preposition "by."*

The above three uses have already been explained in ¶ 11.

(4) *In such phrases as the following:—*

In the morning; in the evening; in the afternoon; in the daytime; in the light; in the dark.

He is always out in the afternoon.

Strange to say, the owl cannot see so well in the light as in the dark.

This is also the case with the noun "country" as opposed to the city.

The country is desirable as a residence in summer.

93. The use of the Indefinite Article is limited to Common and Collective Nouns. Its use with the other classes of nouns readily turns them into a sort of Common Nouns.



This has repeatedly been shown in Chapter I  
**94. Position of the Indefinite Article.**—  
 Observe the following changes in the position:—

I have never seen such a fine sight.

I have never seen so fine a sight.

Here is as fine a sight as there.

This is too fine a sight for me to sketch.

What a fine sight this is!

How fine a sight this is!

**95. Special Uses of the Indefinite Article:**—

(1) *In the sense of "one."*

(2) *In the sense of "per."*

These have been explained in ¶ 12.

**96. Uses of the Articles with Proper Nouns:**—

(1) *Some Singular Proper Nouns and some Plural ones always take "the."*

(2) *When a Proper Noun represents a person as a member of a family, nation, or sect, it takes "a (an)."*

These have been shown in ¶ 2.

**97. Special Uses of the Articles with Proper Nouns.**

(1) *When preceded by Adjectives, they take "the."*

(2) *When used as Common Nouns, they take either "the" or "a (an)."*

(3) *When introduced as names of hitherto unknown persons, they take "a (an)."*

(4) *When applied, not to languages, but to particular words, they take "the."*

These have been shown in ¶ 4.

**98. Adjectives used absolutely take "the" in the following cases:**

(1) *When they are equivalent to Plural Nouns denoting persons.*

The rich should help the poor. (= *Rich people should help poor people.*)

The learned are apt to despise the ignorant.

(2) *When they are equivalent to Abstract Nouns.* ☉

He had an intense love for the beautiful and the sublime (= *for beauty and sublimity.*)

His idea always points to the true and the natural (= *to truth and naturalness.*)

Note:—"The" in "The sooner the better" and similar expressions is not an Article, but an Adverb. See under Chapter VI.

### EXERCISE XIII.

(a) *Insert the necessary Articles:—*

1. Tiger is fierce animal.
2. Late in afternoon he had visit from intimate friend of his.
3. How many times month do you go there?
4. Who can hope to finish such thick volume in hour or two?
5. Holiday came just at right time.
6. We often hear of Fuji and Yashima.  
Now, which is larger of two?
7. These are sold by dozen.
8. "Kiku" is Japanese for English "chrysanthemum."
9. This is not time for brave and patriotic to remain inactive.
10. He delivered eloquent speech on occasion.

(b) *Correct the errors:—*

1. Though he is Japanese, he cannot speak the Japanese with a ease.
2. She always maintained that good and beautiful are the one and same thing after all.
3. He is the student of Kyōto University.



4. He is travelling through country and is now in the\* Shinano province.

5. The woman is superior to the man in many respects.

6. How could there be such the man as is able to see in dark as well as in light?

7. Rothschilds are rich family.

8. I think this is quite as good composition as that.

9. Throughout the Japan, Genji and Heishi were at deadly enmity.

10. Treacherous Fujiwara-no-Tadakiyo dissuaded Emperor Godaigo from adoption plan of loyal Nankō.

11. Napoleon and Washington were both the heroes; but latter was greater of two.

12. She was great beauty in her youth.

13. I wish to become the great poet,—indeed, Milton of Japan.

14. The maid milks cows three times the day.

15. Please give me a paper; I want to write composition.

---

\* As to whether “the” is proper here or not, see the *Intermediate English Grammar*, p. 57.

## § 2.—OMISSION OF THE ARTICLES

99. The Article is usually omitted in the following cases:

(1) *When the Noun is a Nominative of Address.*

Young **man**, why do you stand here idle?

Come, **fellows**. Let us play base-ball.

(2) *When the Noun represents a member of one's own family.*

**Mother** (=my mother) is sick in bed, and **father** (=my father) is far away. What shall I do?

(3) *When a Noun denoting a person in his parentage or official capacity is used as Appositive Modifier or Complement.*

Masatsura, **son** of Masashige, fell at Shijōnawate.

He was **uncle** to the king.

Butei, **Emperor** of China, was once presented with an elephant.

He was appointed **Governor** of Tokyo-Fu.

He is **professor** of English literature in the University.

(4) *When a Noun introduces a Concessive Clause with "as."*

**Hero** as he was, a tremor passed through him.

(But :—Although he was a hero. etc.)

Coward as he is, he will not remain silent.

(5) *When the Noun is used merely as a word or title and not as representing the actual thing.*

"Také" is the Japanese for "bamboo."

(Compare:—The painter drew a také, or in English, a bamboo.)

"Count" is too insignificant a title for his great services.

(Compare:—He is a Count.)

(6) *When the Noun comes after "a kind of" or "a sort of."*

The whale is a kind of animal.

His brother is quite a different sort of man.

But when such phrases are used interrogatively or exclamatively, the Indefinite Article is used.

*What a strange kind of an animal* the whale is!

*What sort of a man* is his brother?

(7) *When such a Noun as "school" "church" "market" or the like denotes the proper object for which the thing is intended.*

School begins at seven o'clock.

I have been to school.

(Compare:—The school was built last year.)

He goes to church every Sunday.

(Compare:—I passed by the church.)



He was sent to hospital. But more usually, He was sent to the hospital.

(Compare:—I went to the hospital to visit my friend B.)

They were thrown into prison.

My mother has gone to market.

Now-a-days people mostly travel by railway.

They are to be sent by train.

It will take an hour on foot, and twenty minutes on bicycle (or by bicycle).

I will go by land, not by sea.

Your letter is just to hand. (受取).

(8) *When the Noun together with its governing Verb denotes one verbal notion.*

The fair is to take place to-morrow.

The ship cast anchor (or weighed anchor) yesterday.

The plant didn't take root (or strike root).

His sister keeps house for him. (家事ヲ取締ル).

100. When two or more Nouns connected by "and" represent one and the same thing, the first alone takes the Article.

He is a scholar and statesman. (學者兼政治家).

He has written a life of San-yō, the great poet and historian.

Even when different objects are meant, the

Article is sometimes omitted, provided no shade of ambiguity arises.

He has bought *a knife and fork*.

But in the following, there should be "*a*" or some Numeral before "*sheep*," as it may stand for either Number.

He has bought *an ox and sheep*.

**101.** The Article is usually omitted before two Nouns closely connected and denoting the notion of co-operation, correlation, contrast, succession, or the like.

Master and servant were equally surprised.

Husband and wife went out arm in arm.

Father and son were begging from door to door.

I was brought face to face with death.

They sat side by side. (相並ビテ)

He eyed me from head to foot.

He lives from hand to mouth. (其日暮シ)

He is neither Liberal nor Progressionist. (自由黨員デモ進歩黨員デモ)

He must be either sage or idiot; not a common mortal.

Night after night he dreamed of the same thing.

Soldier after soldier was shot in the attempt.

He was walking, book in hand (or stick in hand).

The painter always travels, pencil in hand.



This also occurs where the nouns are understood.

Rich and poor were alike interested in the question.

Young and old were making merry under the cherry blossoms.

102. The Article is omitted before the following Adjectives:—

(1) "*Most*" used in the sense of "*majority*"  
(大抵ノ)

Most Japanese like tea.

Most birds can sing.

(Compare:—He has the most books of us all.)

(2) "*Last*" denoting the division of time immediately preceding the present. (先).

|                               |                                     |
|-------------------------------|-------------------------------------|
| He was here last Mon-<br>day. | He is the last boy in the<br>class. |
|-------------------------------|-------------------------------------|

|                                        |                                 |
|----------------------------------------|---------------------------------|
| I returned last week<br>(month, year). | The last week of last<br>month. |
|----------------------------------------|---------------------------------|

(3) "*Next*," denoting the division of time immediately following the present. 來ル、此次ノ).

|                                 |                              |
|---------------------------------|------------------------------|
| Let us go there next<br>Sunday. | The next boy is Kane-<br>ko. |
|---------------------------------|------------------------------|

|                                          |                                   |
|------------------------------------------|-----------------------------------|
| He will return next week<br>month, year. | He died the next week.<br>(其翌週ニ). |
|------------------------------------------|-----------------------------------|



## EXERCISE XIV.

*Correct the errors:—*

1. This road leads to church.
2. Have kindness to tell me English for a Japanese "mizu-umi."
3. He is not Bungaku-hakushi; he has only the title of a Bungakushi.
4. A great scholar as he is, he does not know every thing.
5. Perhaps he will return home the next year.
6. The bird was hopping from a branch to a branch.
7. I have never known such strange sort of a boy.
8. I usually rise at five in morning, and go to the school at eight.
9. Travelling by the train is more comfortable but less instructive than on the foot.
10. School stands just in\* front of hospital.
11. He got thoroughly cured and left a hospital yesterday.

---

\* No Article need be inserted here.

12. It will not take a root unless it is stuck into\* moist earth.

13. His father was a soldier and a scholar.

14. Goldsmith is said to have travelled from place to a place, a flute in a hand.

15. The association held its tenth meeting at beginning of the last month.

## CHAPTER V.—THE VERB.

### INTRODUCTORY TABLE.

|                |                                  | Classes.  | Transitive.       |          | Intransitive.    |              |
|----------------|----------------------------------|-----------|-------------------|----------|------------------|--------------|
|                |                                  |           | Complete.         |          | Complete.        |              |
|                |                                  |           | Incomplete.       |          | Incomplete.      |              |
| Modifications. | Person.                          | Number.   | Con-<br>jugation. | Voice.   | Tense.           | Mood.        |
|                | First.                           | Singular. | Regular.          | Active.  | Present.         | Indicative.  |
|                | Second.                          |           |                   |          | Past.<br>Future. | Subjunctive. |
|                | Third.                           | Plural.   | Irregular.        | Passive. | Present Perfect. | Potential.   |
|                | Past Perfect.<br>Future Perfect. |           |                   |          | Imperative.      |              |

### § 1.—CLASSES OF VERBS.

103. The different classifications of verbs are based upon the different aspects of verbal character.

\* No Article need be inserted here.

I. Transitive and Intransitive, according to the scope of the action they express.

If the action passes over from the agent to some object, the verb is Transitive; if not, Intransitive.

II. Complete and Incomplete, according to the completeness and incompleteness of their predication.

If the predication is complete and does not require a Complement, the verb is Complete; if the reverse is the case, the verb is Incomplete.

III. Regular\* and Irregular,† according to the mode of their conjugation.

If the Past and the Past Participle are formed by suffixing *ed* to the Root, the verb is Regular; if not, Irregular.

It is, however, usually about the first of these classifications that the term "Classes of verbs" is used, the other two being made subservient to it.

For instance, "believe" in such a sentence as "I believe it true," is said to be a "Regular incomplete transitive verb," not a "Transitive regular incomplete verb," nor an "Incomplete transitive regular verb."

---

\* Or "Weak."

† Or "Strong."



**104.** An Intransitive Verb sometimes becomes a Transitive by taking a Cognate Object, or an Object of similar meaning to that of the Verb itself.

He lives a happy life.

He died a glorious death.

She smiled a sad smile.

He laughed a hearty laugh.

They fought a desperate fight.

I dreamed a pleasant dream.

**105.** Transitive Verbs used Intransitively.—Observe the following:—

*Used Intransitively.*

(With an Adjective as Complement.)

Honey **tastes** sweet (=is sweet when it *is tasted*).

味 ガ ス ル。

This paper **feels** smooth (=is smooth when it *is felt*). 手 觸 リ ガ ス ル。

The flower **smells** fragrant (=is fragrant when it *is smelt*). 香 ガ ス ル。

The house **is building** (=is being built).

*Ordinary use.*

(With an Object.)

The bee **tastes** honey.

The blind man **feels** everything with his hands.

She **smells** the flower.

He **is building** a house.

|                                                          |                             |
|----------------------------------------------------------|-----------------------------|
| The drums were beating<br>(= <i>were being beaten</i> ). | They were beating drums.    |
| The book is printing (= <i>is being printed</i> ).       | They are printing the book. |

It will thus be seen that these, though used Intransitively, are really Transitive Verbs with a Passive sense.\*

**106. A Reflexive Verb** is a Transitive that shows that the agent does something to himself. It takes a Reflexive Pronoun as Object, which in turn is called a **Reflexive Object**.

They betook themselves to the forest.

In doing so you are ruining yourself.

Let us avail ourselves of the opportunity.

He prides himself on his eloquence.

**107. Position of the Direct and the Indirect Object.**—The Indirect Object generally precedes the Direct. But when the Direct Object is "*it*" and the Indirect Object is also a Pronoun, their position is just the reverse.†

I have told it him.

The nurse used to sing  
it me.

I have told him the fact.

The nurse used to sing  
me the song.

\* See *Nesfield*, p. 58.

† See *Bain's Higher English Grammar*, p. 317.

But such a construction as "I have told it to him" is equally used.

### 108. The same verb in different Predications:—

#### *Complete Intransitive.*

He believes that God is  
(=exists).

The plant grew rapidly.

He went, but I remained.

He appeared on the scene. (出テ來タ).

#### *Incomplete Intransitive.*

He is a soldier.

He grew (=became) impatient.

The dog went (=became) mad.

He appeared (=seemed) dull and sleepy.

#### *Complete Transitive.*

I have made this box.

He drove an ox.

I have got the prize.

I had still more.

#### *Incomplete Transitive.*

I have made him happy.

It drove (=made) him mad.

I have got my hair cut.

I had it stolen.



## EXERCISE XV.

(a) *Tell the Class of each Verb, and if there is an Object or Complement, mention it also :—*

1. I will write him a letter, but I don't think I shall get a favorable answer.

2. He heaped up the logs.

3. He heaped the plate with dainties.

4. Please return me the book I lent you the other day.

5. He interested himself in the affair.

6. Neither oversleep nor overeat yourselves; it is very bad for the health.

7. I will send it you in a few days.

8. He went an enemy, but returned a friend.

9. He believes that God has ever been and ever shall be.

10. They call themselves patriots, and their enemies traitors.

(b) *Remove the italicized Prepositions, making any necessary changes in the order of words :—*

1. The policeman asked several questions of him.

2. They offered a bribe to him.

3. I will buy a new hat for you.

4. When he brought it *to* me, I gave a pretty picture *to* him.

5. While I was lying in bed, he read an interesting novel *to* me.

(c) Write sentences, each containing one or other of the following Verbs:—

1. “Get,” “seem,” “look,” “become.” (*As Incomplete Intransitives*).

2. “Call,” “get,” “have,” “make,” “keep.” (*As Incomplete Transitives*).

3. “Die,” “sleep,” “fight,” “smile.” (*As Transitives with Cognate Objects*).

(d) Translate the following:—

1. 吸墨紙ハ粗イ手障リガスル。

2. 梅ハ 大人ニハ 酸イ味ガスル。 (*to adults.*)

3. 僕ニ取テハ水ハ酒ヨリモ甘イ味ガスル。

4. 飯ハ 什度 最中デス。 (*to get ready.*)

5. 軍艦二艘アノ 船渠 デ築造中デス。 (*dock.*)

---

§ 2.—VOICE.

109. Passive of an Incomplete Transitive.—In this case, the Objective Complement becomes a Subjective one.

| <i>Active Voice.</i>                     | <i>Passive Voice.</i>                   |
|------------------------------------------|-----------------------------------------|
| (With an Objective Complement.)          | (With a Subjective Complement.)         |
| They <b>elected</b> him <i>speaker</i> . | He <b>was elected</b> <i>speaker</i> .  |
| They <b>shot</b> the tiger <i>dead</i> . | The tiger <b>was shot</b> <i>dead</i> . |

**110. Passive of a Transitive with a Double Object.** — Two constructions are possible, either the Direct or the Indirect Object being converted into the Subject.

My father has given **me this**.

= { **This** has been given me by my father.  
**I** have been given this by my father.

I told **it him**. = { **It** was told him by me.  
**He** was told it by me.

The Object, whether Direct or Indirect, thus retained in the passive construction, is called a **Retained Object**.\*

**111. Prepositional (or Compound) Verbs.**† — These may be considered a sort of Transitives, and be used in the Passive Voice.

---

\* See *Nesfield*, page 57.

† Already explained in the *Intermediate English Grammar*.



*Active.*

The authorities **have in-**  
**quired** into the matter.

You **must consult** with  
them.

We **should not resort to**  
such a desperate means.

*Passive.*

The matter **has been in-**  
**quired** into by the  
authorities.

They **must be consulted**  
**with** (by you.)

Such a desperate means  
**should not be resorted**  
**to** (by us.)

112. When the agent is immaterial or unknown, either the Active construction is altogether avoided, or such a word as "*people*" or "*they*" is used as Indefinite Subject.

America was discovered in the year 1492.

(The date is important, not the agent.)

The meeting was held at the Kinki-kwan.

(The place is important, not the agent.)

People (they) say that . . . = It is said that . . .

They tell me that . . . . . = I am told that . . .

## EXERCISE XVI.

(a) Rewrite each sentence by changing the Voice of the verb:—

1. I could not do it.

2. Somebody must have taken it away.

3. People speak well of him.
4. They laughed at her.
5. Suddenly the hunter was sprung upon and killed by a lion.
6. He has not been heard of since.
7. We should not rely on medicine.
8. I might have sent for you, if an unexpected visitor had not prevented me.
9. This business must be attended to in earnest.
10. You ought not to depend upon such a perfidious fellow.

(b) *Rewrite each sentence in two different ways:—*

1. He offered them a bribe.
  2. She was telling us an amusing story
  3. The photograph was given him by his teacher.
  4. He may have been told the news by them.
  5. I teach him English three times a week.
-

### § 3.—THE INDICATIVE MOOD AND ITS TENSES.

#### (1) The Primary Tenses.

113. The Present Indefinite denotes a general truth or a habitual action, and the Present Progressive a momentary or a temporary action.

##### *Present Indefinite.*

The sun gives light and heat.

I go to school every day.

She speaks English well.

He lives in Kanda.

##### *Present Progressive.*

The general is giving his commands.

I am going to school now.

She is speaking with her aunt.

He is living with me for the present.

114. The Present Tense is used instead of the Future

(1) to denote a fixed idea with verbs of locomotion.

I am off (=start) to-morrow; my brother goes too.

He returns next week by the Hokuyetsu railway.

This use is more common with the Progressive Form.



**Are** you going to-morrow?

When **is** he leaving town?

He **is** not coming to-night.

(2) in *Adverbial Clauses* denoting simple futurity, introduced by "if" "when," "before," "till," "while," etc. This use should not be extended to those Verbs in Noun-Clauses introduced by similar Connectives.

I will come if it **is** fine to-morrow.

(Compare:—I doubt if it **will** be fine to-morrow).

Let us all take arms when war **breaks** out.

(Compare:—It is difficult to predict when war **will** break out).

You must finish it before you **go** out (not *will go out*).

I will hold on till he **is** tired out (not *will be tired out*.)

Please let me hear from you as often as you can while you **are** (not *will be*) in England.

They will begin to play as soon as my back **is** turned (not *will be turned*).

115. The Present and the Past are sometimes put into the **Emphatic Form** by means of the auxiliary "do."

I **do** hate such a thing. (ソナ事ハ大キライ)

He **did** say so in my hearing.

(私ノ聴イテアル處デ慥ニ左様言ツタ。)

I did try, but it was of no avail.

(ヤルコハヤツテ見タガ駄目デアツタ).

## 116. "Shall" and "will."—

(1) "*Shall*" implies compulsion; "*will*" intention.

{ When **shall** I bring it? (=When *ought* I to bring it?)  
 { You **shall** do so. (=I *command* you to do so.)  
 { He **shall not** go there. (= I *will not* allow him to go there.)  
 { It **shall** be done at any cost. (=I *will* cause it to be done at any cost.)

This use of "*shall*" is often extended to a favorable promise.

If you want a watch, you **shall** have one. (=I *will* let you have one; that is, I *will* give you one.)

You **shall** go with me to Nikkō to see the maple trees. (=I *will* take you to Nikkō, etc.)

{ I **will** do so, right or wrong.  
 { Will you kindly **do** me the favor?  
 { He says he **will** go despite the weather.

(2) "*Shall*" express simple futurity with the First Person; also with the Second in question. "*Will*" denotes the same notion with the Second (except in question) and Third Persons.

- { I fear I shall fail.  
 { Shall I be punished, I wonder?  
 { When shall you be able to see him?  
 { I fear you will fail.  
 { Perhaps he will come by noon.  
 { Will it not be funny if he fails after all his brag-  
 ging?

Note.—The cases where the Future Tense is replaced by the Present have already been shown in ¶ 114.

**117. "Will" is often used to express a present habit.**

Whenever he meets any one, he **will** complain of his poverty (= *is in the habit of complaining*, etc.).

The conservatives **will** condemn anything foreign (= *are in the habit of condemning*, etc.).

## EXERCISE XV.

(a) *Translate the following:—*

1. 地球ハ太陽ノ周圍ヲ廻轉ス。
2. 今日ハ非常ニ勉強シテキマスガ平生ハソソナニ勉強シマセン。
3. 君ハ成效スルダラウト信ズル。
4. 君ガ成效スルナラバ僕等ハ君ノ爲メニ宴會ヲ開カウ。(In your honor; to give a banquet.)
5. 私ハ明後日アノ人ニ逢フ積リデス。
6. 何處ニ置キマセウカ。



7. 若シ晝迄ニ其ヲ仕上ゲレバ音樂會へ連レテ  
行ツテヤラウ (*Concert*; use “go” with “you”  
 as subject.)

8. 若シ其本ヲ欲シイノナラバ上ゲマセウ (use  
 “have” with “you” as subject.)

9 彼ヲ赦シテヤリマセウ。 (With “he” as sub-  
 ject.)

10. 京都ニ逗留ノ間ハ美術ノ研究ガ出来マセウ。  
 (*to stay*; *to study*.)

(b) *Correct the errors :-*

1. Will you be able to finish the painting by  
 the appointed day?

2. I don't know when he is here next time.

3. I don't think that he succeeds as he is  
 always so lazy.

4. I will tell him so when he will be here next  
 time.

5. She is going to church every Sunday.

(2) The Perfect Tenses.

118. The Present Perfect Tense must be  
 carefully distinguished from the Past. The

former, whether it denotes the completion or the continuance of an action, **always connects the notion with the present time**, while the latter states an action merely as a past thing, cut away from the present.

I **have read** the book already (that is, I *know* it now).

He **has sold** his house (that is, he *is without* that house).

Japan **has made** great progress (that is, Japan *is* in an advanced state of civilization).

I **have lived** here five years (that is, it *is* now five years since I began to live here).

Where **have you been** all this time? (that is, *till this time*).

**119.** Sometimes one and the same fact may be referred to by both the Present Perfect and the Past. But then the meanings are different, the former laying more stress on the present state of things arising out of the action, and the latter on the action itself. Observe the following dialogue:—

- A. Will you please lend me your watch?  
 B. Yes, but what have you done with yours?  
 A. I have lost it (= *I am without it*).  
 B. When did you lose it?  
 A. I lost it yesterday (= *My loss of it took place yesterday*).

*Present Perfect.*

He has bought a house.  
 (= He *has* a house now.)

Japan has acquired possession of the Loochoo Isles (= She *is the possessor* of them.)

*Past.*

He bought a house yesterday. (= *His act of buying it took place yesterday*).

Japan acquired possession of the Loochoo Isles shortly after the Restoration. (= *Her acquisition of them took place, etc.*).

Thus it naturally follows that no word or words denoting the definite past can be used with the Present Perfect.

120. The Present Perfect Tense may also denote a past experience.

In this case, it is frequently replaced by the Past Tense.

- { Have you ever seen a lion?  
 { = Did you ever see a lion?

I have often met him. = I often met him.



{ We have never heard him sing.  
 { = We never heard him sing.

121. The Present Perfect is used instead of the Future Perfect in Adverbial Clauses introduced by "*if*," "*when*," "*before*," "*after*," "*as soon as*," etc. {Cf ¶114, (2).}

*If* you have knit (not *will have knit*) the stockings by noon, I will give you a pretty purse.

I shall go out *when* I have written all my letters.

You will surely lose your way several times *before* you have passed through the woods.

Please attend to this *after* you have finished that.

Let him return the book *as soon* as he has done with it.

122. Some cautions in the use of the Present Perfect:—

(1) "*Have been*" is used

(a) *in the sense of "have gone and come back" or "have come and gone back."*

I have been to Kyoto (=I *have gone to and returned from* Kyoto. 京都へ行ッテ來タ).

He has been here. (此所へ來テ行ッタ).

(b) *instead of "to go" and "to come" in the sense of past experience.*

**Have you ever been in Osaka?**=(*Have you ever gone to Osaka?*)

He **has been** here several times.

(2) "*Just*" is used with the Present Perfect:  
*"just now" with the Past.\**

He **has just come**. = He **came just now**.

I **have just returned**. = I **returned just now**.

(3) "*For the last (or past) three hours*" and similar phrases used with the Present Perfect denote the continuance of an action up to the present moment, and so do not violate the caution given at the end of ¶119.

I **have been waiting for the last three hours** (= *It is now three hours since I began to wait*).

It **has rained here for the past five days** (= *It is now five days since it began to rain here*).

**123. The Past Perfect Tense** naturally belongs to the Complex Sentence, since it denotes an action completed by, or continuing till, the time of another past action.

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\* See Dr. Eastlake's *Lecture on English Grammar* published in the *Nihon Eigaku Shinshi*, No. 24.

When I *got* to the station, the train had already started.

I *lost* the watch that I had bought the day before.

But if, by means of a Compound Sentence, we mention these actions in their successive order, no Past Perfect will be needed.

I *bought* a watch, and *lost* it the next day.

124. To express the mere notion of priority, and not that of previous completion, the Past Tense is used instead of the Past Perfect when there is either "*before*" or "*after*.\*"

*Mere priority.*

He studied it *before* he was examined. (=His study of it *took place before* his examination.)

試験前 = 其ヲ習ツタ.)

I went out *after* I did so. (=My doing so *was before* my going out, or I went out *after doing* so.)

*Previous completion.*

He had studied it *before* he was examined. (=His study of it *had been completed before* his examination.)

試験前 = 其ヲ習ツテシマツタ.)

I went out *after* I had done so. (=My doing so *had been completed before* my going out, or I went out *after having done* so.)

\* See Cox, p. 75.



125. The Past, and not the Past Perfect is used to mention a historical fact in connection with a certain past act.

I *told* him that Watt invented the steam-engine.

(Compare:—I *told* him that I had invented a useful machine.)

126. The case where the Future Perfect is replaced by the Present Perfect has been shown in ¶ 121.

## EXERCISE XVI.

(α) *Translate the following:—*

1. 東京へ來テカラ病氣ニナツタヲガナイ.
2. 此デ三ヶ月間彼ノ人カラ便リヲ聞カナイ.
3. 向島ノ櫻ヲ見ニ行ツテ來マシタカ (Use the "Present Perfect of *be*+Infinitive."\*)
4. 彼等ハ屹度陛下ノお見送りニ行ツテ來タノダラウ. (*to see somebody off*.)
5. 試験ニ及第ナサツタラスグお知ラセ下サイ
6. 巡查ノ到着シタ片ハ賊ハ既ニ逃ゲテシマツテキタ.

\* See ¶ 146, (5); also the *Intermediate English Grammar*. p. 87

7. 彼ハ君カラ善イ返事ヲ貰ヘナカ、タノヲ残念ガ、テ申タ。(favorable.)

8. 「コロンブス」ガ亞米利加ヲ發見シタノダト其小兒ガ答ヘマシタ。

9. 君ノ還テ來ル迄ニハ私ハ作文ヲシアゲテキマセウ。

10. 彼ガ今二ヶ月仙臺ニヲレバ五年アソコニ住ンダヲニナル。

(b) *Correct the errors:—*

1. I just received a telegram.

2. I want it no more ; I read it already.

3. You may go out when you will have done it.

4. When has it taken place?

5. He did not know that the Emperor Jimmu had founded the Japanese Empire.

6. He has often come here last month.

#### § 4.—THE SUBJUNCTIVE MOOD AND ITS TENSES.

127. The Subjunctive Present doubts where the Indicative Present asserts.

*Indicative Present.*He *is* rich.He *goes*.*Subjunctive Present.*If he **be** rich, he ought  
to be liberal.I will remain, whether he  
**go** or not.

Note.—The Subjunctive Present is often replaced by the Indicative Present.

## 128. The Subjunctive Past denies where the Indicative Present asserts.

If he **were** rich, he would not live so humbly.

(But as he *is not* rich, he lives so humbly.)

If he **did not go** now, he might be suspected.

(But as he *goes* now, he may not be suspected.)

I wish I **knew** his motive.

(But I *do not know* it.)

I wish he **were** here.

(But he *is not*.)

## 129. The Subjunctive Past Perfect denies where the Indicative Past asserts.

If he **had been** rich, he would have lived more fashionably.

(But as he *was not* rich, he did not live so fashionably.)

If he **had not gone**, he might have been suspected.

(But as he *went*, he was not suspected.)

I wish I **had known** his motive. (But I *did not*.)

I wish he **had been** here. (But he *was not*.)



**130.** The Subjunctive Mood must be carefully distinguished from the Indicative in a somewhat similar construction. "*If*," it should be remembered, is not a necessary sign of the former, and may as well be used with the latter.

*Indicative.*

If he **is** short-tempered,  
he **is** not at all ill-  
natured. (ヨシ短氣デ  
アルトシテモ).

If he **did** so, he was quite  
justified. (ヨシ左様シ  
タニセヨ全ク理由ガ  
アツタノデアル).

So perfectly **had** he **made**  
his recitation that he  
was rewarded at once.

(*Previous completion of  
an act before another.*)

*Subjunctive.*

If he **be** short-tempered,  
he may also be ill-  
natured.

If he **did** so, he would be  
quite justified.

(*Supposition contrary to  
the present fact.*)

**Had** he **made** his recita-  
tion perfectly, he would  
have been rewarded at  
once.

(*Supposition contrary to  
the past fact.*)

**131.** The Subjunctive Present can also denote a wish or a prayer. This must be clearly distinguished from the Indicative as well as the Imperative Mood.

*Subjunctive.*

Heaven  
you!

**help**

*Indicative.*

Heaven  
you.

helps

*Imperative.*

**Let** Heaven help  
you.

|                            |                            |                                                           |
|----------------------------|----------------------------|-----------------------------------------------------------|
| God <b>bless</b> him !     | God <b>blesses</b> him.    | O God! <b>bless</b><br>him.                               |
| Long live the<br>Emperor ! | The Emperor<br>lives long. | Live long, O<br>Emperor!<br>Let the Emperor<br>live long. |

**132.** Some idiomatic expressions with the Subjunctive:—

(1) "*You had better do so.*"—Here "*had*" is a Subjunctive Past, meaning "*would have*," while "*do*" is an Infinitive, and the whole expression is equivalent to "*You would have (it) better (to) do so.*" (左様爲サツタ方がヨカラウ。)

My father told me that I had better not hear it.

I said that he had best study in his native place.

(故郷デ勉強シタ方が一番ヨカラウト云ツタ。)

(2) "*As it were*" (云ハバ) is used by way of excuse for the figurative expression following.

He is, as it were, trusting to a broken reed.

The news was, as it were, a thunderbolt in my ear.

## EXERCISE XVII.

(a) *Translate the following:—*

1. 私ハ若シ君デアツタラソソナヲ仕度ナイ。
2. 私ハ君ノ様ニ心配ガ無ケレバイ、ガ。

3. 若シアンナ天氣ニ式ヲヤツタラ誰モ出席シ  
ナカッタマラウ

4. 行ケバヨカッタガ、併シ實際(行クヲガ)デキ  
ナカッタ。

5. 若シ實際病氣ナラアンナニ驅ケ廻ラナイ方  
ガ善カラウ。

6. 天ノ足下ニ幸センヲ。

7. アノ人ノ仲間入リナサラヌ方ガヨカラウ。

8. 彼ハ云ハヽ獅子ノ皮ヲキタ驢馬デアル (*An  
ass in the lion's skin*).

9. 國民ハ云ハヽ噴火山上ニ眠ツテ井タノダ,  
(*on a volcano*.)

10. 若シ其態度今少シ強硬ナリシナラバ直ニ戰  
争トナリシラン. (*her attitude ; firmer ; to lead to  
war.*)

(b) *Correct the errors:—*

1. If you are he, you would act in the same  
way.

2. If I did not go yesterday, I should not  
have heard it.

3. If he is here now, what would he say?

4. I wish I am as learned as he.

5. If it is not raining so heavily, he might  
come.



## § 5.—THE POTENTIAL MOOD AND ITS TENSES,

## (1) The Primary Tenses.

133. Besides ability (“*can*” 何々がデキル), possibility (“*may*” 何々がカモシレヌ), permission (“*may*” 何々がシテモヨウゴザイマス, “*can*” 何々がシテモヨイ) and compulsion (“*must*” 何々がセネバナラヌ), the Potential Present may also denote

(1) *Inference or certainty.* {“*Must*” used affirmatively (何々ニ相違ナイ); “*can*” negatively (何々の筈ガナイ) or interrogatively (何々ニ相違無カラウカ).}

He *must* be a detective.

He *cannot* be a detective.

Can he be a detective?

(2) *A purpose.* (“*May*” used after “*that*,” “*so that*,” or “*in order that*.”)

He studies hard *that* (so that, in order that) he may succeed.

Do so *that* you may please him.

But after “*Take care that*” the Verb is in the Indicative Mood.

*Take care that* you please him.

*I must take care that* I do not offend him.

(3) *A wish or prayer* ("May" used before the Subject. Cf. ¶131.)

May Heaven help you!

May Japan become one of the world's greatest powers!

134. The Potential Past denotes

(1) *Past ability.* ("could.")

(2) *Past habit.* ("would." Cf. ¶117.)

Whenever he met anyone, he would complain of his poverty (=was in the habit of complaining, etc.).

Even while attending a primary school, he would often be seen poring over his book by himself.

(3) *A purpose either past or present.* ("Might" after "that," "so that," or "in order that;" "should" after "lest" with all Persons.)

|                          |   |                                                                    |
|--------------------------|---|--------------------------------------------------------------------|
| I (you, he) studied hard | { | (lest I (you, he) should fail.<br>that I (you, he) might not fail. |
|--------------------------|---|--------------------------------------------------------------------|

You must study hard lest you should fail (=that you may not fail.)

In the latter case the Subjunctive Present is equally used.

You must study hard lest you fail.

Let him study hard lest he fail.

(4) *Duty or propriety independent of time.*  
 ("Should" with all Persons.)

We (you) should love our (your) country.

It is right that you should go.

It is natural that he should think so.

It is necessary that we should do so.

(5) *Unexpectedness.* ("Should" with all Persons.)

I regret that I should be so badly thought of.

(ソナニ悪ルヲ思ハレルトハ残念)。

I am surprised that you should say so.

It is strange that the flowers should be blossoming at this time of the year.

The Potential Mood in this use is sometimes replaced by the Indicative.

I am surprised that you say so.

I regret that I am so badly thought of.

(6) *Absolute denial or extreme doubt respecting an action either present or future.*

I would do so, if I could. (デキルナラ左様シ  
タイガ)

(Implied:—I do not or will not do so, because I cannot.)



{ I wish he could go with us.

{ (Implied:—He *cannot* go with us.)

{ How could there be such a thing? (ドウシテ左  
様ナリガアルモンデスカ)。

{ (Implied:— There *can not* be such a thing.)

It might be so. (Implied:—It *may not* be so.)

If you were in his place, you would die from despair.

{ If I should meet him, I *will* (*would, must*) tell him so.

{ If you should meet him, please *tell* him so.

{ If he should fail, he *will* (*would, may, might*) give up the idea.

The above form, sometimes called the Subjunctive Future, denotes future contingency, and is accompanied in the Principal Clause by an Indicative Future, by an Imperative, or by another Potential either Present or Past.

(7) *A polite request.*

*The Potential Past is politer than the Potential Present or the Indicative Future.*

|                                |  |                               |
|--------------------------------|--|-------------------------------|
| Would you do me the<br>favour? |  | Will you do me the<br>favour? |
|--------------------------------|--|-------------------------------|

|                  |  |                |
|------------------|--|----------------|
| Might I go home? |  | May I go home? |
|------------------|--|----------------|

|                             |  |                        |
|-----------------------------|--|------------------------|
| Could you take me<br>there? |  | Can you take me there? |
|-----------------------------|--|------------------------|

135. Familiar expressions with "*should*:"—

(1) "*I should like*+Infinitive" (何々シタイモンデスガ) is a milder form of "*I like*+Infinitive," and implies the real or pretended inability of doing something.

I should like very much to go with you.

(2) "*I should think* (say)" is milder than "*I think* (say)"

{ Ques. Is he the greatest Japanese statesman living?

{ Ans. I should think (say) so. (左様デセウネ)。

(3) "*He should know better*" (モット悟ラナクテハナラナイノダガ) is equivalent to "*He ought to know better.*"

## EXERCISE XVIII.

(a) Translate the following:—

1. イツデモ文ヲ作ルト僕ニ見セルノガ常デアッタ。
2. アンナニ長イ詩ヲ善ク暗誦シタカラ善イ記憶力ヲ持ツテアルニ相違ナイ。
3. アンナニ短イ詩サヘ暗誦シソコナタツカラ善イ記憶力ノアル筈ハナイ。(to fail to recite.)

4. 輕蔑サレナイヤウニイツデモ 體裁 ヨク着飾  
ヲ糞タ。(respectably).
5. 面白ク旅行シ玉ハンフヲ祈ル。(面白キ旅行  
ヲ持チ玉ハンフヲ)
6. 何事ヲ爲スニモ人ニ笑ハレナイ様ニ 用心 ナ  
サイ。(Take care.)
7. 彼ニ其金額ヲ拂フノハ當然デアル。
8. ソンナニ彼ノ人ヲ冷遇ナサルトハ残念デア  
ル。
9. カウ云フ六ケシイ 問題 ヲ解ケレバイ、ケレ  
ド。(to solve a problem.)
10. デキルナラ行クカモ知レナイガ。
11. 若シ秘密デナイノナラ君ニ御話シ申シタイ  
ガ。
12. 若シ誰カ 私ヲ尋ネテ 來テモシタナラ横濱へ  
行ツタト云テクレ。(inquiring for me.)
13. 若シ何デモ好キナ事ガデキルモノナラ、私ハ  
第一ニ月世界ヲ見物シタイガ。
14. 降ルカモ知レナイカラ傘ヲ持ッテ來マシタ。
15. 君ガソンナユ間違ガッタ 考ヲ懷イテ 糞ルトハ  
ホントニ驚クヨ。(to entertain an idea.)

(b) Correct the errors:—

1. If he knew it, what will he do?
2. Should you please come to-morrow?



3. As he doesn't know his own age, he can be a fool.

4. It is strange that they will hate him so bitterly.

5. You may think otherwise if you were not in the present condition.

## (2) The Perfect Tenses.

**136.** The Potential Present Perfect denotes possibility or inference about an action regarded as past.

(1) *Possibility*. (" *May have* + Past Participle.")

I (you) may have seen him before.

He may have arrived already.

(2) *Inference*. (" *Must have* + Past Participle" used affirmatively: " *Can have* + Past Participle" either negatively or interrogatively.)

{ He must have arrived already.

{ He cannot have arrived yet.

{ Can he have arrived already?

**137.** The form wanting for the Potential Present Perfect of " *can* + Root " in the sense of ability is supplied by " *have been able* + Infinitive."

I have just been able to finish it.

He has been unable to talk for these three days.

**138.** The form wanting for the Potential Present Perfect of "*must+Root*" in the sense of compulsion is supplied by "*have had +Infinitive.*"

I **have had to do** a great deal of work to-day.  
He **has had to work** the machine for himself.

**139.** The Potential Past Perfect denotes

(1) *Denial of the past.*

Had I done so, I **should have been called** a fool.

(Implied:—I did not do so, so I *was not called* a fool.)

You **might have failed**, if you had been less diligent.

(Implied:—You *did not fail*, because you were so diligent.)

He **would have bought** it, if it had suited him.

(Implied:—He *did not buy* it, because it did not suit him.)

We **could have caught** him, if he had not been armed with a sword.

(Implied:—We *could not catch* him as he was armed with a sword.)

If we had not run to the rescue, he **must have been killed**.

(Implied:—As we ran to the rescue, he *was not killed*.)

I (you, he) should have done so. {=I (you, he) ought to have done so, though I (you, he) did not.}

(2) *Duty or propriety attributed to a past fact.*

It is right that you should have done so.

It is natural that he should have got angry.

It is but just that they should have treated you so.

(3) *Surprise at a past fact.*

It is a pleasant surprise that I should have been welcomed so heartily.

I am sorry that you should have failed.

It is strange that he should have broken the promise.

## EXERCISE XIX.

(a) *Translate the following:—*

1. 以前ニ左様云ツタカモ知レナイガ、ハツキリ 覺エテ非ナイ。(exactly.)
2. 此手紙ハ彼ガ書イタノニ相違ナイ。
3. 此五日間ハ外出スルヲガ出来ナカッタ。
4. 彼ノ人ハ其様ナ馬鹿ナ事ヲシヤウト思ツタ 筈ハナイ。



5. アンナニ 嬉シサウナ 様子ダカラ、目的ヲ達シ  
タノニ相違ナイ。(to accomplish one's object.)
6. 若シ左様シタナラバ笑ハレタカモ知レナイ。
7. 今少シ骨折ツテ働イタナラバ成功シタニ相  
違ナカッタラウガ。(a little harder.)
8. 彼ノ人ノ父ハ、彼ノ人ガアンナ大金ヲ儲ケタ  
ノニ驚イテサル。
9. カウ云フ譯ダカラ日本ガ支那ニ勝ツタノハ  
自然デアル。(Such being the case.)
10. 君ガ左様思ツタノハ勿論正當デアル。

(b) Correct the errors:—

1. If you had visited him, he may have been glad.
2. As all my family went out this morning, I must have stayed at home all day.
3. As it is too difficult a task, I cannot have finished it yet.
4. I shall have read it before.
5. He will have joined the party if he can have spared the time.

## § 6.—THE IMPERATIVE MOOD.

**140.** Besides a command or a request, the Imperative Mood may also denote

(1) *A condition.*

Be diligent, or you will fail. (= *If you are not diligent, you will fail.*)

Let a man respect himself, and people will respect him. (= *If a man respects himself, people will respect him.*)

(2) *A concession.* In this case the Imperative may be used with any Person without the help of "let."

Do what I can, I cannot persuade him.

(= *Whatever I can do, I cannot persuade him.*)

Go where you may, you will surely be dissatisfied.

(= *Wherever you may go, etc.*)

Work as he may, he will not excel you.

(= *However hard he may work, etc.*)

The same may be used of a past fact.

Do what I could, I could not persuade him.

Work as he might, he could not keep himself above want.

## 141. "Suppose" and "say."

(1) "*Suppose you were*" = *If you were*.

Suppose *you were* the richest man in Japan; what would you do?

Suppose *I were* your teacher; what would you want me to teach?

(2) "Say" used absolutely = *presumably* or *for instance*.

A great many guests—**say** (= *presumably*) a hundred—are expected on the occasion.

What do you say to going there with me some time this month—**say** (= *for instance*) next Sunday?

(イツカ今月中ニマア今度ノ日曜ニナリト一緒ニアソコへ行ツテハ如何デスカ)。

## EXERCISE XX

*Translate the following:—*

1. 過失ヲ白狀シナサイ、サモナケレバ赦シマセヌゾ。

2. モット勉強シヤウデハアリマセンカ。

3. スキナ事ヲスルガイ、サ. (Imperative mood in the Third Person.)

4. 何トシテモ我々ハ一日ノ中ニ其ヲ仕上ゲルコトハ出来ナイ。



5. 何所へ行クトモ罪人ハ必ズ捕ヘラル、ニ相違ナカラウ。

6. 彼ハイクラ働イテモ家族ヲ支ヘル丈ケ儲ケルヲガ出来マセンデシタ。(enough to support.)

7. 君ガ非常ナ金額、例ヘバ百萬圓モ持ツテカ  
ルトシマセウ、其時ハドウシマスカ。

### § 7.—INFINITIVES.

#### Introductory Table.

|                | Simple.                                                    | Perfect.                                                           |
|----------------|------------------------------------------------------------|--------------------------------------------------------------------|
| Noun use.      | <b>To do</b> so is wrong.                                  | I regret <b>to have done</b> so.                                   |
| Adjective use. | He is not a man <b>to do</b> so.                           | He seems <b>to have done</b> so.                                   |
| Adverbial use. | I have come <b>to do</b> so.                               | He must have a strong will <b>to have done</b> it so successfully. |
| Absolute use.  | <b>To do</b> him justice, he is actuated by a pure motive. |                                                                    |

142. The **Adverbial Infinitive** denotes a variety of meaning:—

*Purpose.* { I went **to see** him.  
              He works hard **to succeed**.

*Result.* { He began to speak only to be hissed down (=with the result of being hissed down) by the audience.  
They marched forth only to be defeated.  
(負ケニ行ツタ様ナモノ)。

*Cause.* { He wept to see her dead (=because he saw her dead.)  
I am glad to hear that you have succeeded.

*Reason for preceding statement.*

{ He must be a fool to say so (=since he says so. 左様云フカラニハ。)

{ You must have been very diligent to have passed the examination so splendidly. (ソレホド 立派ニ及第ナサツタカラニハ。)

**143.** The **Absolute Infinitive** is used to form a Phrase\* which is an Independent Element of the sentence.

To speak (tell) the truth, I don't approve of the plan. (實ハ。)

To be frank, I suspect him (打明ケテ云ハ。)

To make matters worse, he fell sick (其上困ツタ  
ヲニハ。)

\* Called an Absolute Infinitive Phrase, as already shown in the *Intermediate English Grammar*, p. 126.

He is, so to speak (=as it were), a brute in human form.

He is very philanthropic. To cite an instance, he maintains an orphanage at his own expense. (一例ヲ云へバ)。

To be sure (=surely, he did so.

144. Observe the following difference in the use of the Simple and the Perfect Infinitive:—

*Simple.*

(The action is simultaneous with that denoted by the Finite Verb.)

{ He *is said to be* rich.  
(=It *is said* that he *is* rich.)

{ He *was said to be* rich.  
(=It *was said* that he *was* rich.)

{ She *seems to be* weeping. (= It *seems* that she *is weeping*.)

{ She *seemed to be* weeping. (=It *seemed* that she *was weeping*.)

*Perfect.*

(The action is previous to that denoted by the Finite Verb.)

{ He *is said to have been* rich. (=It *is said* that he *was* or *has been* rich.)

{ He *was said to have been* rich. (=It *was said* that he *had been* rich.)

{ She *seems to have been* weeping. (= It *seems* that she *was* or *has been weeping*.)

{ She *seemed to have been* weeping. (= It *seemed* that she *had been weeping*.)



145. The Infinitive sign “to” is frequently omitted, especially after the following words:—

(1) “See,” “hear,” “feel,” “make,” “have” when these are in the Active Voice.

*Preceded by an Active.*

I have never seen him laugh.

We often hear him say so.

I felt it move slowly.

They made her go.

I had him write it.

(=I caused him to write it.)

*Preceded by a Passive.*

He was never seen to laugh.

He is often heard to say so.

It was felt to move slowly.

She was made to go.

I had it written by him.

(Not—He was had to write it.)

(2) “Had better.” {Cf. ¶132, (1)}

You had better go.

He had better not try it.

(3) “Do nothing but” and “Cannot but.”

{ He does nothing but play all day long.

{ They did nothing but drink and quarrel.

{ I cannot but laugh. { =I cannot (do anything) but (to) laugh.

{ She could not but weep. (泣クヨリ外ハナカツタ).

146. Some expressions with the Infinitive:—

(1) “*Have+Infinitive*” = “*Must+Root*.”

You **will have to work** hard for yourself.

I **had to go** there yesterday.

You **have only to do** so. (左様サヘスレバイ、ノダ)。

(2) “*Have not+Infinitive*” is equivalent to “*Need not+Root*,” and not to “*Must not+Root*” as is often mistaken.

You **have not to work** any more.

(=You *need not work* any more.)

(3) “*Are+Infinitive*” expresses a future sense with an additional notion of fixedness.

He **is to go**. = *It is fixed* that he should go.

We **are to meet** again on Sunday evening.

(4) “*To*” is understood after “*have*,” and expressed after “*get*” in the following construction with the Infinitive:—

I **had him do** so.

I **got him to do** so.

In asking a person for a favor, “*get*” is preferable as being more polite.

Could I **get you to copy** it?

(5) "*Have been* + Infinitive" = "*Have returned from* + Gerund"\*

I have been to visit my friend B. (=I have returned from visiting my friend B.)

## EXERCISE XXI.

(a) Translate the following, using the Infinitive wherever possible:—

1. 我々ノ英語會ハ來ル十五日第十回ノ會ヲ開  
キ管デス。
2. 彼ハ一生懸命ニヤツテミタガ到頭失敗シタ
3. 實ハ讀ミ書キノ外ニハ何モ致シマセヌ。
4. 君ハ只ドウ云フ風ニヤルベキカト云フ事ヲ  
彼ニ示シサヘスレバイ、ノダ。
5. 健康ヲ回復スルタメニデキル丈ク盡シテミ  
マシタ。
6. ソレ程ノ大損害ヲナシタカラニハ風ハ餘程  
強く吹イタニ相違ナイ。
7. ソンナ奇體ナ事ヲヤラウト思フカラニハド  
ウナニ馬鹿ナンデセウ。(to think of doing...)

\* Already explained in the *Intermediate English Grammar*, p. 8a



8. 彼ノ計畫ハ云ハゞ空中ノ樓閣デス。(a castle in the air.)

9. 彼ノ人ハ外國デ勉強シタト云フ話デス。(to study abroad.)

10. 彼ノ人ハ外國デ勉強中ダト云フ話デシタ。

11. 私ハ彼ノ人ノソナ事スルノヲ見タヲガナイ。

12. 明朝ハコンナニ早く來ナクテモヨイ。

13. 私ハ彼ノ人ニ佛蘭西語ノ手紙ヲ書イテモラツタ。

14. 龜井戸ノ梅花ヲ見ニ行ツテ來マシタカ。

15. 此可笑シナ様子ヲ見テハ笑フヨリ外ハナカツタ。

(b) *Change the Voice of each Finite Verb:—*

1. I made him finish it in an hour.
2. They were heard to cry most piteously.
3. We saw them slowly climb up the narrow path.
4. The house was felt to shake slightly.
5. I had my sister copy the picture.

## § 8.—PARTICIPLES.

**147. Transitive Past Participles**, when used adjectively, are always in the **Passive Voice**.

Houses **built** in European style ; a picture **painted** on a canvass ; the **disputed** point.

Incorrect.

Correct.

|                                        |                                                |
|----------------------------------------|------------------------------------------------|
| The man <b>written</b> this is absent. | The man <i>who has written</i> this is absent. |
|----------------------------------------|------------------------------------------------|

|                                          |                                                  |
|------------------------------------------|--------------------------------------------------|
| He is a criminal <b>killed</b> his wife. | He is a criminal <i>who has killed</i> his wife. |
|------------------------------------------|--------------------------------------------------|

**148. Intransitive Past Participles**

(1) *Are not used attributively.*

Exceptions:—A **departed** guest ; a **fallen** tree ; **faded** flowers ; in **bygone** days ; in **days gone** by ; a **retired** officer ; the **risen** sun.

(2) *may be used predicatively.*

The Participle in this use must be carefully distinguished from the one forming part of the **Perfect Tenses**

|   |                                                                |
|---|----------------------------------------------------------------|
| { | He <b>is come</b> . (=is in the state of having come.<br>來テヲル) |
|   | He <b>has come</b> . (=has completed his act of coming.<br>來タ) |

{ The tower **is fallen**. (= *is in the state of having fallen*. 倒レテアル。)

{ The tower **has fallen**. (= *has completed its act of falling*. 倒レタ。)

{ The flower **was faded**. (凋ンデヰタ。)

{ The flower **had faded** before I saw it. (凋ンデ

シマツタ)

149. Participles may be used predicatively

(1) *As Subjective Complement.*

It soon became **known** in this way.

He sat **surrounded** by his family.

The tiger was found **shot** dead in the bush.

He remained **standing** in the water.

I stood **gazing** at the sight.

(2) *As Objective Complement.*

I made it **known** to all the neighbourhood.

We believed him already **killed**.

I saw her **weeping** alone.

They found it **shot** dead in the bush.

I could not make myself **understood**.

I had it **mended** by him.

(Active :—I had him *mend* it.)

I got it **written** by him.

(Active :—I got him *to write* it.)

{ Cf. ¶ 146, (4). }

150. The Participle is often used to form a Phrase expressing time, cause, or condition.



**Having finished** my work (= *As* or *when I had finished my work*), I went out for a walk.

The burglar, **seeing us coming** (= *As he saw us coming*), took to his heels.

**Attacked** (or **Being attacked**) on all sides (= *As they were attacked on all sides*), the enemy grew desperate.

**Crossing the bridge over there** (= *If you cross the bridge over there*), you will easily find the house.

*Notice the difference :—*

**Saying so**, he went away. (= *As he said so*, 云ヒナガラ.)

**Having said so**, he went away. (= *When he had said so*, 云ツテカラ.)

**151.** Idiomatic constructions with the Participle :—

(1) *Absolute Participles have their own logical Subjects (i. e. Absolute Nominatives) expressed.*

We all went out, **he alone remaining** (= *while he alone remained*).

**This done** (or **being done**) (= *When this was done*), they all dispersed.

**The sun having set** (= *As* or *When the sun had set*), each went his way home.

**He having surrendered** (= *As he had surrendered*), the rest could do nothing.

(2) *Impersonal Absolute Participles have no logical Subject expressed.*

He is very clever, **considering** his age (= *If we consider his age*).

**Supposing** this all right (= *Though we may suppose this all right*), what are you going to do with the other matter?

**Strictly speaking** (= *If we speak strictly*), this is not correct.

**Judging** from reports (= *If we judge from reports* 世評ニヨツテ判スレバ), he must be a great man.

**Talking** of warships (= *Now that we are talking of warships* 時ニ軍艦ノ話ノ序デスガ), have you ever seen the *Yashima*?

*This construction should not be extended to where the Participle must have its Logical Subject expressed.*

Incorrect.

Being rich, they envied him.

Having finished the letter, it was posted.

Correct.

{ He being rich, they envied him.

{ Being rich, he was envied by them.

{ Having finished the letter, he (I) posted it.

{ Having been finished, the letter was posted.

## EXERCISE XXII.

(a) *Translate the following, using the Participle wherever possible:—*

1. 彼女ハ既ニ行キマシタ、彼女ハ叔母サンノ處ヘ行ツテ居リマス。

2. 彼ハ請願ヲ拒絶セラレ失望シテ去レリ。 (*to refuse*).

3. 全ク偶然ニ知レ渡リマシタ。 (*accidentally*.)

4. 彼ハ誰ダカ自分ノ方ヘ近ヅイテ來ル人ノ足音ニ耳ヲ傾ケナガラ立ツテ弗タ。

5. 彼ノ女ハ彼ノ男ノ秘密ヲ誰レニデモ知ラセルト威嚇シマシタ。 (*to threaten*.)

6. 私ハ財布ヲ盜マレタ。

7. 第一着ニ失敗シタカラ、二度ト試ミナカッタ。  
(*In one's first attempt*.)

8. 嚴シク云ヘバ、大抵ノ人ハ不道德デアル。

9. 時ニ小説ノ話ノ序ダガ、君ハ八犬傳ヲ讀ミマシタカ。

10. アノ人ハ收入ノ割リニハ中々大マカデアル。  
(*Liberal, generous*.)

(b) *Correct the following:—*

1. Mention the chief events happened in the 18th century.



2. **Having** read the book, it was thrown aside.

3. I don't know the man **done** this mischief.

4. Mr. M. was the only member **spoken** on the occasion.

5. **Being** too difficult and bulky, I have not yet finished the book.

---

§ 9.—GERUNDS.

**152. Uses of the Gerund:—**

(1) *As Subject.*

His **making** so rapid progress foretells his future greatness.

His **having** done so is a proof of his folly.

(2) *As Object.*

He began **reading**.

I regret **having** done so.

(3) *As Complement.*

Seeing is **believing**.

The sole cause of his suspicion is my **having** remained there.

**153.** When used in a particular sense, the Gerund must have its logical Subject either as its Possessive Modifier or otherwise.

| <i>Logical Subject as Possessive modifier.</i> | <i>Logical Subject expressed elsewhere.</i> |
|------------------------------------------------|---------------------------------------------|
| I regret <i>his</i> having done so.            | He regrets having done so.                  |
| They blamed her for <i>her</i> son's doing so. | They blamed <i>her</i> for doing so.        |
| She was blamed for <i>her</i> son's doing so.  | She was blamed for doing so.                |

*But when used in a general sense, no Logical Subject is needed.*

|                         |                                                      |
|-------------------------|------------------------------------------------------|
| Doing so is impossible. | = <i>Anybody's</i> doing so is impossible.           |
|                         | = <b>Doing</b> so is impossible for <i>anybody</i> . |

154. A distinction is sometimes made between a Gerund and a Verbal Noun, which, though derived from the Verb, is used in a purely noun-construction.\*

| <i>Gerund.</i>                                | <i>Verbal Noun.</i>                                  |
|-----------------------------------------------|------------------------------------------------------|
| (Double use of a Verb and a Noun.)            | (Single use of a Noun.)                              |
| <b>Learning</b> English is a difficult thing. | The <b>learning</b> of English is a difficult thing. |
| He earns his living by <b>writing</b> novels. | He earns his living by the <b>writing</b> of novels. |

\* See *Nesfield* p. 76.

|                                          |                                          |
|------------------------------------------|------------------------------------------|
| Rising early ( <i>adv.</i> ) is healthy. | Early ( <i>adj.</i> ) rising is healthy. |
| Some birds are fond of flying swiftly.   | Some birds are fond of swift flying.     |

155. Idiomatic expressions with the Gerund:—

(1) "*There is no + Gerund*" = "*It is impossible + Infinitive.*"

There is no going there (= *It is impossible to go there*) in such weather.

There was no knowing (= *It was impossible to know*) who he was.

(2) "*Cannot help + Gerund*" = "*Cannot forbear from + Gerund.*"

I cannot help thinking so = I cannot forbear from thinking so. (左様考へズニハ居ラレナイ。)

She could not help weeping for joy.

(3) On (or upon) doing so, he went away.  
= *As soon as he had done so*, he went away.

Upon the speaker's saying so, the audience burst out laughing.

## EXERCISE XXIII.

Translate the following, using the Gerund or Verbal Noun wherever possible:—



1. 善ク讀ムヲハ決シテ容易ニ非ズ。(Gerund.)
2. 善キ讀ミ方ハ決シテ容易ニ非ズ。(Verbal Noun.)
3. 彼ハ君ノ左様シタノヲ残念ガツテヲリマス。
4. 其ヲ持上ゲヤウトシテ彼ハ肩ヲクジイタ。  
(to sprain.)
5. 此ノ様子デハ何シテ事ガ出來スルカ知レヤ  
シナイ。(Under the present circumstances.)
6. 逆モ彼ノ人ト一致ノ仕様ガナカツタ。
7. 斯様云フ風ニ言葉ヲ掛ケラレタカラ、腹立  
テズニハ居ラレナカツタ。
8. 京都ニ着イテスグ友人ノ B 君ヲ訪ネマシ  
タ。
9. 私ハ左様云ツタ爲メニ笑ハレタ。
10. 彼ノ金儲ケルノハ必ズシモエライ證據デハ  
ナイ。(to make money; proof of merit.)
11. 英語ノ勉強ニ多クノ時日ヲ費シマシタ
12. 彼ハ小説ヲ讀ンデ日ヲ送ツテ弗タ。
13. 善ク話スヲハ善ク書クヲヨリ六ケシイ。
14. 彼ハ特ニ寺院ノ建築ニ巧ダサウデス。

## CHAPTER VI.—THE ADVERB.

## § 1.—SIMPLE ADVERBS.

## 156. Uses of the Simple Adverb:—

I. *Besides a Verb, an Adjective, or another Adverb, the Simple Adverb may also modify*  
 (a) *a Preposition.*

*Just at* the foot of the hill, there is a hot spring.

The doors were opened *precisely at* seven o'clock.

By this time we had got *half through* the wood.

This blunder arose *entirely through* his negligence.

It was *solely for* your sake that he did so.

Or the Adverb may be regarded as modifying the Phrase introduced by the Preposition.

(b) *a Conjunction.*

He did so, *probably because* he had no alternative.

*Even though* you confess your fault, he may not pardon you.

*Rather than* do such a thing, I would die.

Or the Adverb may be regarded as

modifying the Clause introduced by the Conjunction.

(c) *a Noun or its equivalent*

**Even** *a child* can do so.

**Even** *I* could do it easily.

*In each of the following case, the Adverb really modifies, not the Noun itself, but its verbal sense or its verbal modifier understood.*

His **arrival there** (=His *arriving there*) was welcomed with great enthusiasm.

We are eagerly looking forward to his **return home** (=his *returning home*.)

The **people there** (=The people *living there*) differ in many ways from *those here*.

The **then** (=then *ruling*) *governor* was Mr. A.

(d) *a whole Sentence.*

**Unfortunately** he cannot come. (=It is *unfortunate* that he cannot come.)

**Perhaps** he has failed. (=It may be he has failed.)

**Apparently** he is against the proposal. (=It is *apparent* that he is against the proposal.)

An Adverb in this use is often called a **Modal Adverb**.

II. *Some few Adverbs may be used predicatively as Subjective Complement.*



I *am* here. He *is* there.

We *are off* (=start) to-morrow.

The cherry flowers *are* just out (=open.)

It *was* soon *over*.

III. *Some few are sometimes in Noun use.*

**Now** is the time for us to begin.

It is but five miles from **here** to **there**.

I have not heard from him since **then**.

He lived there until quite **recently**.

Let us go at **once**.

This is by **far** the best composition ever written in this class.

**157.** According to their meaning, Simple Adverbs are often classified as follows:—

(1) *Adverbs of Place*: as, **here**, **there**, **above**, **near**, **far**, **hither**, **thither**.

(2) *Adverbs of Time*: as, **then**, **already**, **daily**, **early**, **often**, **occasionally**.

(3) *Adverbs of Number*: as, **firstly**, **secondly**, **once**, **twice**, **thrice**.

(4) *Adverbs of Degree*: as, **almost**, **quite**, **too**, **very**, **much**.

(5) *Adverbs of Manner or State*: as, **slowly**, **willingly**, **bravely**, **thus**, **so**, **well**, **happily**.

(6) *Adverbs of Affirmation*: as, **yes**, **certainly**, **indeed**, **truly**.

(7) *Adverbs of Negation*: as, **no**, **not**.

### 158. "Ago," "since," "before."

(1) *When a certain past time is referred to by counting backward from the present, "ago" or "since" is used.*

I saw it a month **ago** (or **since**, not *before*.)

*In speaking of times long past, "ago" is preferred.*

What was the condition of Japan **a century ago** (not *since*)?

(2) *When a certain past time before another past time is referred to, "before" is used.*

When I showed it to him last year, he said that he had seen it a month **before** (= *before that time*).

I returned two months *since* (or *ago*); two months **before** (= *before then*) I was far out at sea.

(3) *When used independently of another Adverbial modifier, "before" means "before now" or "before then," and "since" means "since then."*

I saw it **before** (= *before now*).

He showed it me last year, but I told him that I had been it **before** (= *before then*).

I met him last month and have not seen him **since** (= *since then*).

*"Ago" is always accompanied by another Adverbial modifier.*

Incorrect.

He was here **ago**.

Correct.

{ He was here before.  
He was here **a week ago**.

### 159. "Very," "much."

(1) *"Very" modifies a Positive; "much" a Comparative.*

This is **very good**; but that is **much better**.

He returned **very soon**; indeed, **much sooner** than I had expected.

(2) *"Very" modifies a Present Participle; "much" a Past Participle.*

It was a **very pleasing** sight. | He was **much pleased**.

The case is **very perplexing**. | I am **much perplexed**.

Exception:—

I am **very tired**.

**160. "Not"** preceded by "*I hope*," "*I think*" etc., is often equivalent to a negative Clause.

You say he is honest, but *I think not* (= *that he is not*).

"He will miss the train" said the father. "*I hope*



not (= *that he will not miss the train*)," replied the mother.

**161. "Too,"** as an Adverb of Degree, negates the Infinitive coming after.

You are **too young** to do so. (= You are *so young* that you cannot or must not do so.)

We were **too tired** to go any farther. (= We were *so tired* that we could not go any farther.)

He spoke **too fast** for me to understand.

He was **too much ridiculed** not to get angry (= was *so much ridiculed* that he got angry).

**162. "Ever," "once."**—In speaking of a past experience, "*ever*" is used interrogatively, "*once*" affirmatively.

Have you **ever** seen a lion?

I have **once** (not *ever*) seen a lion.

"Ever" is, moreover, used in the Adjective Phrase or Clause following a Superlative.

This is the greatest work **ever** performed by individual labor.

This is the greatest work that has **ever** been performed by individual labor.

**163. "The,"** as a Simple Adverb, means "*to that extent*" (其レダケ、其ニ準シテ), and is always followed by a Comparative.

He had successfully discharged his duty, and was **the** more respected.

He was **the** more respected because he had successfully discharged his duty.

He was **the** more respected for the successful discharge of his duty.

**164.** “**More**” in the following use is an independent Adverb meaning “*rather*,” and not a mere auxiliary to form a Comparative. (Cf. ¶ 84, note.)

He is **more** honest than clever. (=He is honest *rather* than clever.)

It is **more** pretty than solid.

**165.** Some Adverbs are used in pairs.

All the soldiers were **more** or **less** wounded.

We shall meet with **the same** fate **sooner** or **later**.

He studies **off** and **on** (=irregularly. 勉強シタリ  
シナカッタリ.)

**By** and **by** they all retreated in perfect order.

They were running **to** and **fro**.

These pairs, together with their respective connectives, may each be regarded as an Adverbial Phrase

## EXERCISE XXIV.

(a) *Tell the Use of each Simple Adverb:—*

1. The books there are all my father's.
2. Where **were** you when **the** meeting was just over?
3. The murder was committed probably through envy.
4. I was thought the braver for the deed
5. Happily we met with no disaster of the kind.

(b) *Translate the following:—*

1. 不幸ニシテ其レガ豫期シタ通りニハ成ラナカッタ。(to turn out.)
2. 彼ハ賢明ト云ハンヨリハ寧ロ怜悯ト云フ方ナリ。
3. 彼ハ來タリ來ナカッタリダ。
4. 私ハ餘リ弱クテ左様デ  
キナカッタ。 } (Use "too" and  
the Infinitive.)
5. 彼ハ非常ニ褒メラレテ  
少シ自慢ノ心持ガシマシタ。 }
6. 私ハアノ時以來彼處へ行ツタヲガアリマセン。
7. 褒メラレタカラ其ニ從ツテ益々勵イタ。



8. 彼ハ首尾ヨク成功シタカラソレデ猶更猜ミ  
ヲ受ケタ. (*to be envied.*)

(c) *Correct the errors:—*

1. He is very better than yesterday.
2. "Aren't you going?" asked A. "Yes, I am not," replied B.
3. I was very surprised to hear it.
4. I am sure I saw him ago.
5. When I asked him whether he didn't know the fact, he replied, "No, I do."
6. He got up early than I.
7. I remember I ever saw a tiger; perhaps it was about a year before.
8. It was a much affecting scene.

## § 2.—CONJUNCTIVE AND INTERROGATIVE ADVERBS.

166. Conjunctive Adverbs may have their Antecedents either expressed or understood.

*Antecedents expressed.*

This is the *place* where  
he was born.

He told me the *reason*  
why he had done so.

*Antecedents understood.*

This is where he was  
born.

He told me why he had  
done so.

**167. Conjunctive Adverbs introducing Concessive Clauses:**—There are "*however*," "*whenever*," and "*wherever*." (Cf. ¶ 45 and ¶ 46.)

**However** hard he may work, he will not succeed.

I will attend the meeting, **whenever** it may be.

He will be pursued, **wherever** he may flee.

We are determined to do so, **however** strongly they may oppose us.

**168. "Since,"** as a Conjunctive Adverb of Time, joins a Dependent Clause containing a Past Tense to a Principal Clause containing a Present Perfect.

I *have been* sick **since** last we *met*.

The country *has made* great progress **since** it *was opened* to foreign commerce.

But, in mentioning a lapse of time, "*It is*," and not "*It has been*," is used in the Principal Clause.

*It is* already five years **since** he died.

(Compare:—Five years *have* already *passed* away **since** he died.)

**169. "The,"** as a Conjunctive Adverb, is always followed by another "*the*," which is a Simple Adverb with a demonstrative force as already explained in ¶ 163.

"*The*+Comparative . . . . *the*+Comparative"  
 = "*To whatever extent*+Comparative. . . . *to that extent*+Comparative."

The *more* you give him, the *more* he will be pleased.

The *harder* you work, the *sooner* you will improve.

The *louder* he spoke, the *noisier* the audience grew.

**170. An Interrogative Adverb combined with an Infinitive.**—Observe the following (Cf. ¶ 48 and ¶ 49.)

The question was **when** to do and not **how** to do.

We were at a loss **where** to go.

**171. "How?"**—This Adverb is used in various ways.

(1) *As Complement.*

**How** are you?

**How** do you find yourself to-day? (*Objective Complement to "do find."*)

(2) *Expressing degree or extent.*

**How** (=to what extent) do you like it?

**How** many are there?

**How** long did you stay there?

(3) *Expressing manner or means.*



How did he come to be so rich?

How can I perform it when I am so checkmated?

(4) *Used exclaimatively.*

How hard the wind blows!

Oh! how they rejoiced and danced!

## EXERCISE XXV.

*Translate the following:—*

1. 何處デ其戰ガアツタカ知リマセン。
2. 何處デ其戰ガアツタカ其場所ヲ知リマセン。
3. 第一回帝國議會ガ開ケテ以來既ニ十年ナリ。

*(The first session of the Imperial Diet.)*

4. 日本ハ初メテ國ガ建テカラ以來革命ト云フヲナシ。 (*to be founded; revolution.*)

5. 早く課業ヲ覺エナサレバナサル丈ケ早く歸シテ上ゲヤウ。

6. 大聲デワメケバワメク程、猶速ク狐ガ走ツテ行ツタ。

7. 何處ヘ行キナサルトモ自己ノ責任ハ決シテ遁ガレルヲハ出來ナイ。 (*to shun (escape) one's responsibility.*)

8. 如何ニシテ其金ヲ調達スベキカト云フニ就テ色々ノ案ガ出タ。 (*to raise; as to, about; to be offered or proposed.*)

9. 如何ホド 躍起ニ頼ンデモ私ハ 聴カヌ積リデ  
ス。 (*eagerly, urgently; to listen to another*)
10. ドウソ何時デモ都合ノヨイ時ニ御出デ下サ  
イ。

## CHAPTER VII.—THE PREPOSITION.

**172. A Double Preposition** is a name given to a pair of Prepositions put together, in contrast to a **Simple Preposition** or one used singly.

He has come **from beyond** the river.

She leaned forward **from among** the crowd.

Nothing seems to have been the matter with him **until toward** evening.

A tall ladder was set up **over against** the wall.

A Double Preposition is usually nothing more than two Simple ones accidentally brought together. See ¶ 176, (2).

**173. A Phrase-Preposition** is a combination of two or more words, doing the office of a Preposition. It always ends in a Simple Preposition.

**As for; as to; because of; by means of; in front of; in spite of; instead of; in place of; in respect**

of; on account of; on behalf of; owing to; according to; with regard to; out of; on board (a ship).

The last has its "of" understood.

I don't know what others thought of it; but, *as for me* (*=for my part*) I was never more delighted.

They argued *as to* which was the better.

We catch rats *by means of* a cat.

He is generally disliked *because of* his extreme avarice.

*In spite of* his friends' advice, he remained inactive.

You ought to save your money, *instead of* frittering it away.

*In respect of* scholarship, he is far above you.

*In place of* the fine mansion some years ago, we now find only an obscure little cottage.

I then rose and thanked the Prince *on behalf of* the association.

I have received a strange news *with regard to* that matter.

*According to* a London telegram, the affair has been most satisfactorily settled.

He was decorated with the third order of the Golden Kite *on account of* this gallant deed.

The audience was very small, *owing to* the bad weather.

Don't throw anything *out of* the window.



I have done so **out of** mere sport.

**174. A Participial Preposition.** — This name is sometimes given to a Participle in a prepositional use. (Cf. ¶ 151.)

They fought very well, **considering** their disadvantage.

There are many scandalous rumors afloat, **touching** (concerning, regarding, respecting) this affair.

**During** those two weeks (=those two weeks *during* or *lasting*) it was continually snowing.

The army continued its march, **notwithstanding** the heavy rain. (=the heavy rain *notwithstanding* it).

**175.** The proper use of the Preposition is to govern, or take for its Object, a Noun or its equivalent.

(1) *A Noun, Pronoun, Infinitive, or Gerund as Object.*

They are playing **in** the garden.

I have no friend **but** (=except) him.

The lunatic does nothing **but** weep and laugh.

He was blamed **for** doing so.

I repent **of** having said so.

The Object is usually omitted in the following construction:—

I want a knife to sharpen my pencil **with** (*which*).

There were no chairs to sit **on** (*which*).

(2) *A Noun Phrase as Object.*

In *being so prodigal*, you are working your **own** ruin.

I meant nothing **but** *to make him happy*.

They disputed **about** *which to adopt*.

(3) *A Noun Clause as Object.*

We consulted **about** *what we should do*.

I will do my best **notwithstanding** *that the circumstance is against me*.

Much depends **upon** *whether one is patient or not*.

**176. The Preposition sometimes governs an Adverb or its equivalent.**

(1) *An Adverb as Object.*

How far is it from *here to there*?

I lived there **until** *recently*.

Since *then* he has not written to any of us.

(2) *An Adverbial Phrase as Object.*

The day had been mild **until** *toward evening*.

He has come from **from** *beyond the river*.

**But** (=except) *for your help*, I should have failed.

(3) *An Adverbial Clause as Object.*

He will not work **except** *when he is pleased*.

The battle was fought **about** *where the temple is now standing*.

**177. The Preposition, when governing an**

Interrogative or a Relative, is often placed after its Object.

*What* are you laughing **at**?

(Instead of: *At what*, etc.)

*Whom* are they talking **of**?

They were the veteran statesmen *whom* the people looked up to as the bulwark of the state.

It is never placed before the Relative Pronoun "**that**."

He is the gentleman *that* I spoke of yesterday.

But we may say: —He is the gentleman of *whom*, etc.

**178. The Meanings of Prepositions.** — The shades of meaning conveyed by Prepositions are often too nice to be understood in any way but by constant exercise. In the following explanations, some of the more common ones have been left untouched.

**179. "About."**

*In or near* { We took a stroll **about** the town.  
a place. { He lives somewhere **about** here.

*Possession.* { Have you any money **about** (= *with*) you?  
(手許 = )  
{ There is something noble **about** him (= *in his personal appearance*.)

*Occupation.* { Don't be long **about** such a trifle.  
{ He was only a short time **about** it.



*Around.* { She wore an elegant girdle about her waist.  
The dog had a pretty collar about his neck.

**180. "Above."** in its figurative sense denotes superiority in any respect.

I believe him to be **above** such vice.

(ソナ不徳義ニ陥ル人デハナイト思フ.)

He values money **above** anything else.

**Above** all, beware of intemperance.

He is **above** (= *more than*) fifty.

One who *is above* (= *despises*) one's business is not likely to succeed.

**181. "After."**

*Cause.* { **After** such industry, it is only natural that he should have succeeded.  
He will not be believed **after** all his falsehood.

*Aim or desire.* { The policeman ran **after** the pickpocket.  
We shouted **after** him, but in vain.  
He thirsts **after** money.  
His uncle looks **after** him. (後見スル.)

*Inquiry.* { He asked **after** your health.  
I inquired **after** her brother's fate.

*Imitation.* { She was dressed **after** the English fashion.  
I was named **after** my uncle.  
Children are apt to take **after** their parents.

## 182. "Against."

*Opposite direction.* { She was leaning **against** the window.  
He deliberately ran **against** me.

*Opposition.* { He was *for* the bill, but I was **against** it.  
I had to do so **against** my own will.

*Provision.* { We ought to provide **against** our after life.  
Let us take rest **against** the fatigue of to-morrow.

*Comparison.* { Twenty of our soldiers were killed **against** fifty on the enemy's side.

## 183. "At."

*Place.* { I met him **at** a barber's.  
He arrived **at** (not *to*) London.  
(Compare :—He arrived **in** England.)

*Time.* { He never fails to pray **at** night.  
She married **at** { the age of twenty.  
                                  { twenty years of age  
(Compare :—She married **in** her twentieth year.)

This is often understood in such an expression as the following :—

(**At**) *what time* did the meeting take place yesterday?

|                           |   |                                                                |
|---------------------------|---|----------------------------------------------------------------|
| <i>Cost, rate, etc.</i>   | { | The ship was running <b>at</b> a great rate of speed.          |
|                           |   | He maintains it <b>at</b> his own expense.                     |
|                           |   | He bought it <b>at</b> an exorbitant price.                    |
| <i>Aim.</i>               | { | As he laughed <b>at</b> me, I frowned <b>at</b> him.           |
|                           |   | I threw a stone <b>at</b> the dog.                             |
|                           |   | {Compare:—I threw a bone <b>to</b> the dog ( <i>gave</i> ).} * |
| <i>Object of emotion.</i> | { | I am surprised <b>at</b> his stupidity.                        |
|                           |   | I was terrified <b>at</b> the sight.                           |
|                           |   | He was angry <b>at</b> being criticised.                       |

**184. “Beside,” “besides.”**—These two must not be confounded, the former meaning “*at the side of*,” and the latter “*in addition to*.”

She took a seat **beside** her mother.

He has many rare curios **besides** these.

**185. “Between.”**

There is no difference **between** them (*two*).

{Compare:—There is no difference **among** these (*three or more*).}

He had now to choose **between** honour and wealth.

**Between** ourselves (内證ノ話デスガ), I am going to resign my post.

**186. “Beyond.”**

He lives **beyond** (=on the other side of) the hill.

\* See *Cox*, p. 28.



He is now **beyond** (= *past*) all hopes of recovery.  
 Even our domestic pets are sometimes **beyond**  
 (= *too much for*) our power.

I heard nothing **beyond** (= *further than*) that.

187. "**But**" is generally preceded by "*all*,"  
 "*any*," or "*nothing*."

I **have** read **all but** (= *except*) the last chapter.

The fine arts were **all but** (= *everything except*)  
 prohibited. (禁ゼラレヌト云フ名バカリ)\*

I will give anything **but** this.

Nothing **but** a solitary cow was seen **on** the  
 meadow.

188. "**By**."

*Proximity.* { I noticed nothing strange when I passed  
                   **by** the house this morning.

*Agency.* { I have been invited **by** (not *from*) Mr. B.  
                   It was admired **by** all people.

*Means.* { He seized it **by** the neck.  
                   I took him **by** the hand.  
                   He held the watch **by** the chain.

*Measure-* { This is sold **by** the yard.  
*ment.* { I have hired it **by** the day.  
                   He was engaged **by** the month.  
 { Cf ¶11, (3) } They may be counted **by** hundreds (=   
                   **by** the hundred.)

\* See Dr. Toyama's *Eigo Kyōju-ko*.

*Time.* I shall return **by** evening. (マデユ)

(Compare:—I shall remain there **till** evening.

マデ)

*Solitariness.* { One can't help feeling lonesome, when  
living **by** oneself (=alone).  
She went **by** herself (=alone).

### 189. "For."

*Direction.* He has started **for** (not *to*) Kyoto.

*Reason.* { **For** this reason I don't join him.  
What have you done so **for**?

*Price.* I have bought it **for** (not *with*) one yen.

*Proportion.* { He is very clever **for** his age. 年ノ割リ  
ニハ。  
He speaks Japanese very well **for** a  
foreigner. (外國人 トシテハ)

Followed by "*all*," it may also mean "*not-withstanding*."

**For all** his wealth, he is still avaricious.

**For all** his perseverance, he failed at last.

### 190. "From."

*Inference.* { **From** what I have heard so far, he must  
be a good man.

*Distinction.* { Can you tell a rat **from** a mouse?  
He doesn't understand valor **from** temer-  
ity.

*Prevention or protection.* { They prevented him **from** doing so.  
Ladies use parasols to protect themselves  
**from** the sun.

*Cause.* He was *suffering from* typhus.

Compare:— { He was *sick with* typhus.  
He *died of* typhus.

*Change in substance.* { Wine is made **from** grapes.

### 191. "In."

I shall finish it **in** (=at the end of) a week.

{ Compare:—I shall finish it **within** (=in less than) a week. }

{ I committed a blunder **in** saying so.  
(=My saying so was a blunder.)  
He was quite right **in** doing that:

We have a warm supporter **in** him.

(=He is a warm supporter of our cause.)

192. "Into," in the following expressions, mostly means change in state.

In autumn, most leaves change from green **into** red.

Even air can be compressed **into** liquid.

By living fashionably he ran **into** debt.

We entered **into** a pleasant conversation.



## 193. "Of."

*Composition.* { This box is made **of** wood.  
 (Compare :—Wine is made **from** grapes.  
 It consisted **of** three parts.

*Relation.* { Do you think **of** doing such a thing?  
 I have never heard **of** him.

*Separation.* { The pickpocket robbed me **of** my purse.  
 They deprived him **of** his right.  
 This stripped my thumb **of** its nail.

*Reference.* { It is very kind **of** you to say so.  
 (= *You are very kind to say so.*)  
 It is very rude **of** him to treat you so.  
 (= *He is very rude to treat you so.*)

It is often omitted in such a construction as the following:—

{ Are you (**of**) the same age as he?  
 This book is (**of**) just the same price as that  
 It was (**of**) no use.

## 194. 'Off.'

The door was **off** the hinges.

He took the fish **off** the hook.

The steamer arrived **off** Kōbe. (神戸沖 =.)

## 195. "On," "upon."

*Subsistence.* { He lives **on** ten yen a month.  
 Most of the Japanese live **on** rice.

*Reliance.* { You should not depend **upon** others for help.

{ Let no one rely **on** such a medicine.

*Attack.* { The rebels were now advancing **on** Kūmamoto.

{ They made a premature attack **upon** the enemy.

*Time.* { **On** arriving (= *as soon as I arrived*) at Kyōtō, I visited the Hongwanji Temples.

{ **Upon** my saying so, she burst into tears.

{ Cf. ¶ 155, (3). }

**196. "Over"** usually connects the notion of extension with that denoted by "on" or "above."

Buffaloes roam **over** the prairies.

The grape-vines gracefully hung **over** the garden.

His house stands **over** (= *on the other side of*) the way.

**Over** (= *above*) two hundred men were made prisoners.

**197. "Than,"** though a Conjunction, may better be treated as a Preposition in such constructions as the following:—

He is none **other than** the famous Mr. B.

= He is no less a person **than** the famous Mr. B.

**198. "Through."**

We passed **through** the woods.

(Compare :—We passed **by** the woods.)

*Cause.* { All this came **through** a single mistake.  
 { Many a man has failed **through** self-confidence.

### 199. "To."

*Result.* { He did so **to** my great regret.  
 { He returned safe **to** the immense joy of his parents.  
 { At last it has come **to** this. (到頭コソナ  
 ㇿニナッタ。

*Proportion.* Ten **to** one, he will fail.

*Relation.* { Leaves are **to** a tree what lungs are **to** a man.  
 { **To** me it is a great source of happiness.

### 200. "Towards," "toward."

**Towards** midnight a violent wind sprang up.

Some people seem to be fond of behaving rudely **toward** foreigners.

### 201. "Under."

The people groaned **under** the heavy taxes.

{ He must be **under** 30 years.  
 { Compare:—He must be **above** 30 years.)

It is quite impossible **under** the present circumstances.

Have you ever studied **under** a foreigner?

### 202. "With."



- Contents.* { He filled the glass **with** wine.  
She heaped the plate **with** dainties.
- Agreement.* { I agreed **with** him on all points.  
His view on the subject accorded **with** mine.
- Personal relation.* { I am very intimate **with** him.  
Are you acquainted **with** her?
- Object of emotion.* { He was much pleased **with** the proposal.  
I couldn't help getting angry **with** him.
- Notwithstanding.* { **With** all his faults, he is still a gentleman.  
**With** all his learning, he is a fool.
- Disposal or Use.* { What **have** you **done with** your watch?  
Return the book as soon as you **have** done **with** it.

### 203. "Without."

He was standing **without** (=outside) the gate.  
(Rare use.)

{ Compare :—He was standing **within** (=inside) the gate. }

I can't do **without** a dictionary. (辭書ナシデハヤリキレナイ)

## EXERCISE XXVI.

(a) *Insert Simple Prepositions:—*

1. She gazed — the moon, leaning — the rail.
2. Have you any money — you?
3. Several people ran — the pickpocket.
4. — all, don't behave rudely — your superiors.
5. It has been constantly raining — these five days.
6. I was surprised — his boldness — his youthful countenance.
7. I will do nothing — what is right.
8. They caught him — the hand.
9. — for his help, I should have failed.
10. Nobody prevented him — doing such a foolish thing.
11. She never allows her handkerchief to be other — snow-white.
12. He robbed me — my property.
13. It is very kind — you to do so.
14. He always depends — others.
15. Have you done — my dictionary?

*(b) Insert Double or Phrase Prepositions:—*

1. Others may think well of it; but — — me, I can never agree to such a thing.
2. My cousin is an officer — — the Yashima.
3. I did not buy it — — — its high price.
4. You should read your text books — — novels.
5. He will do so — — — what you say.
6. He beckoned — — the river.
7. He is certainly learned; but — — his conduct, I can say nothing in his favour.
8. He memorialized the government — — — the association.
9. — — a telegram from Hakodate, a heavy snow-storm has been raging there.
10. Then he said some very fine things — — — the Japanese works of art.

*(c) Correct the errors:—*

1. The stars are upon us.
2. He arrived to Kyōto a week ago
3. When will you start to Ōsaka?
4. The desk is made from wood.
5. A clear stream flows among these two hills



6. He has written several books beside this.
7. Please translate this letter from French to English.
8. This can be had with 20 sen.
9. I shall finish it till next Saturday.
10. That bridge is built with brick.

## CHAPTER VIII.—THE CONJUNCTION.

### INTRODUCTORY TABLE.

|              |                                                                                                                            |
|--------------|----------------------------------------------------------------------------------------------------------------------------|
| Co-ordinate. | <i>He and I</i> were rewarded.<br>Let us play <i>on the beach or in the woods</i> .<br><i>He consented, but I refused.</i> |
| Subordinate. | <i>They will do so if they can.</i><br><i>I believe that he is honest.</i><br><i>He failed because he was idle.</i>        |

**204.** A combination of two or more words doing the office of a Conjunction is called a **Phrase-Conjunction**, and its use is generally subordinative

He talks *as if* he had been abroad.

{ = He talks *as (he would talk) if* he had been abroad. }

He is a profound scholar **as well as** an elegant writer.

I will take him **in case** (= *in the case in which*) I fail to find a better candidate.

**Now that** (= *since*) you have finished your task, you are free to go and play.

Perhaps he says so **in order that** he may win your favour.

**205. "As,"** when used to introduce a Concessive Clause, is always preceded by some Noun, Adjective, Participle, Adverb or Verb.

*Hero as* he was (= *although he was a hero*), he felt a momentary shudder. {Cf. ¶ 99, (4).}

*Good as* it is (= *although it is good*), it is too dear.

*Burdened as* he was (= *although he was burdened*), he walked too quick for me.

*Gallantly as* they stormed the position, they were at last repulsed.

*Work as* I can, I cannot make satisfactory progress. {Cf. ¶ 140, (2)}

**206. "Since,"** as a Subordinate Conjunction, introduces a Clause of reason, and is no longer under such restriction in its connection with tense as when used as a Conjunctive Adverb. (Cf. ¶ 168.)

You had better be silent since his decision is already made.

Since you say so, you must know something about the affair.

**207. "Whether . . . or"** is often used to denote a sense of indifference.

They will do so, **whether** it is right **or** wrong.

**Whether** he is pleased **or** not, I am resolved to pursue the course of my own choice.

**208. "Not only . . . but (also)"** may be treated as a Correlative\* Phrase-Conjunction, with an emphatic notion of addition.

He was **not only** a poet, **but also** a painter.

**Not only** did he recognise me at once, **but** was (also) kind enough to introduce me to the famous Mr. B.

**209. "So that,"** when followed by "*may*" expresses purpose {Cf. ¶ 133, (2)}; otherwise it denotes condition or result.

Don't go to such a place **so that** (= *in order that*) you *may* avoid bad company.

You may go anywhere, **so that** (= *if*) you avoid bad company.

By this time we had travelled nearly 10 miles at a

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\* See the *Intermediate English Grammar*, p. 122.



stretch,\* **so that** (=therefore) we began to feel tired and hungry.

## EXERCISE XXVII.

*Insert suitable Conjunctions :—*

1. He was a great statesman — — — a profound scholar.
2. I shall have to retire into the country — — I fail.
3. — you — I shall be held responsible.
4. I have written to him — — — I may sound his opinion.
5. Beware — you fail.
6. You can do anything you like, — — you do not hurt yourself.
7. The report — he had died surprised me the more — I had seen him only the day before.
8. Always do your best, — the task is light — heavy.
9. Study — he may, he will never improve.
10. He had failed in all his attempts, — — he began to feel extremely despondent.

11. Poor — he is, he is quite honest.
  12. He looks — — he were the wisest man living.
  13. He was so feverish — he could — speak — eat.
- 

### THE INTERJECTION.

As the Interjection is an isolated word, having no grammatical relation to the other words in the sentence, nothing further than what has been explained in the *Intermediate English Grammar* need be stated.

### EXERCISE XXVII.

(FOR THE WHOLE FIRST SECTION.)

(a) *Point out the Part of Speech of each italicized word:—*

1. He is the richest man *that* I know.
2. I am sure *that that* "that" *that that* speaker has just used is *quite* out of place.
3. Man *alone* has the faculty of speech.
4. He was thought *the* braver for this deed.
5. They started out *right merry*.

6. He returned sooner *than* I.
7. He was all *but* killed.
8. They ran *past* us.
9. You may take *whichever* you like.
10. Rising *early* is healthy.

(b) *Correct the errors*.—

1. The little Mary and his brother is going to the school every morning.
2. I have seen yesterday a hundred years old man.
3. I met your friend at the street this morning. Can you guess whom it was?
4. I am sure they shall welcome whomever goes there.
5. Even a such virtuous man as him can not please anybody.
6. He asked me lend him pen, but I said that I had not it.
7. I am sorry that there are a few truly kind peoples.
8. He is sick ever since that time.
9. They are here already; they returned a little time before.
10. His teacher is English, but mine am Frenchman.



11. You must be attentive in order that to understand whatever the teacher say.

12. Do you know either of those three gentlemen?

13. If Tokyo is not so windy, it would be pleasanter place to live in.

14. When will you be able to see him?

15. We have always played together during we were at our native province.

---

# SECTION II.

## THE SENTENCE.

### CHAPTER I.—ELEMENTS OF THE SENTENCE.

#### INTRODUCTORY TABLES.

| Classified by Structure. |                     |
|--------------------------|---------------------|
| <b>Word.</b>             | Any Part of Speech. |
| <b>Phrase.</b>           | { Noun Phrase.      |
|                          | { Adjective Phrase. |
|                          | { Adverbial Phrase. |
| <b>Clause.</b>           | { Noun Clause.      |
|                          | { Adjective Clause. |
|                          | { Adverbial Clause. |

| Classified by Rank.   |                                                      |                   |             |          |
|-----------------------|------------------------------------------------------|-------------------|-------------|----------|
| <b>Principal. . .</b> | { Subject                                            | { Predicate Verb. |             |          |
|                       |                                                      |                   |             |          |
|                       | { Predicate                                          | { Object*         | {           | Direct   |
|                       |                                                      |                   |             | Indirect |
|                       | { Complement*                                        | {                 | Subjective  |          |
|                       |                                                      |                   | Objective   |          |
| <b>Subordinate.</b>   | { Modifier                                           | {                 | Adjectival  |          |
|                       |                                                      |                   | Adverbial   |          |
|                       | { Connective                                         | {                 | Co-ordinate |          |
|                       |                                                      |                   | Subordinate |          |
| <b>Independent.</b>   | { Word or Phrase, in Absolute<br>or Independent use. |                   |             |          |

\* That is, if necessary.

**210.** Besides by **rank** and by **structure**, the elements of the sentence may also be classified by their **office** as follows †:—

- (1) The **Noun-element**.
- (2) The **Verb**.
- (3) The **Adjective-element**.
- (4) The **Adverbial element**.
- (5) The **Connective element**.

**211.** The Noun-element may be

- (1) a Noun or Pronoun (except in the Possessive case.)
- (2) a Noun-Infinitive. (Cf. Introductory Table, p. 125.)
- (3) a Gerund.
- (4) a Noun-Phrase.

**To be attentive** is necessary to one's progress.

**How to do**, and not **when to do**, was now our question.

- (5) a Noun-clause.

**That he has done so on purpose** is quite certain.

**I don't know where he lives.**

**212.** Sometimes a combination of words beginning with a Transitive verb and ending in

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† See Mr. Dixon's *English Composition*, No. 1 (2<sup>nd</sup> edition), p. 62.



a Preposition denotes one verbal notion and is used in the Passive Voice. This may be called a **Phrase Verb**.

{ He soon **took notice of** me.

{ I **was soon taken notice of** by him.

{ We **must put an end to** this unpleasant affair.

{ This unpleasant affair **must be put an end to**.

{ His uncle **takes charge of** him.

{ He **is taken charge of** by his uncle.

**213.** The Adjective-element may be

(1) an Article or Adjective.

(2) a Noun or Pronoun in the possessive case.

(3) a Noun in apposition.

(4) a Participle.

(5) an Adjective-Infinitive. (Cf. Introductory Table, p. 125.)

(6) an Adjective Phrase.

The students **of this class** are generally diligent.

I have never known a man **with such a good memory**.

(7) an Adjective-Clause.

He told us a story **which was both amusing and instructive**.

The report **that he had fled into the country** proved to be false.

**214.** The Adverbial element may be

(1) an Adverb.

(2) an Objective Adverbial.\*

He is **an inch** taller than I.

I go there twice **a week**.

(3) an Adverbial Infinitive. (Cf. Introductory Table, p. 125.)

(4) an Adverbial Phrase.

Such a man is often seen **in these days**.

He did so **in spite of his friends' warning**.

(5) an Adverbial Clause.

She wept bitterly **when she heard of his death**.

**Wherever you may go**, you will always find the same thing.

**215. The Connective element may sometimes be at once a Principal element of the Dependent Clause.**

I. In connecting Independent Clause, it is a Co-ordinate Conjunction.

You must confess all, **or** they will not pardon you.

II. In connecting a Dependent to a Principal Clause, it may be

(1) a Relative Pronoun.

They at last caught the man **who** had committed so many cruel deeds. } *A Principal element at the same time.*  
 This is the book **that** he gave me }  
 yesterday.

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\* See the *Intermediate English Grammar*, P. 11.

(2) a Conjunctive Interrogative Pronoun.  
(See Cf. ¶ 47.)

I don't know **which** is the best. *A Principal element.*

(5) a Conjunctive Adverb.

This is the place **where** the great Taikō was born.

(6) a Subordinate Conjunction.

I will go **if** the weather permits.

**216.** The Independent element of the sentence may be

(1) a Nominative Independent.

What are you doing, **boys?**

(2) an Interjection.

**Oh**, what a horrible scene it was!

(3) an Absolute Participial Phrase. {Cf. ¶ 151 (1).}

There was no going out, **the storm raging all day.**

(4) an Impersonal Absolute Participial Phrase.  
{Cf. ¶ 151 (2).}

**Strictly speaking**, this is against the rule.

He is very clever, **considering his age.**

(5) an Absolute Infinitive Phrase. (Cf. ¶ 143.)

He is, **so to speak**, but a grown-up baby.

Note.—It should, however, be borne in mind that these elements are “independent” only so far as their



grammatical construction is concerned, their sense being of course closely connected with that of the other elements in the sentence.

**217.** Two or more Singular Subjects connected by "*and*" require a Plural verb.

*He and I* are to go.

Compare:— { *Either he or I* am to go.  
 { *Either he is to go or I am.*

*Both Kato and his mother* have gone there.

Exception:—When the Singular Subjects are each modified by "*each*," "*every*," or "*no*."

*Each man and each boy* was assigned to his proper work.

*Every bud and every leaf* owns the mild influence of the spring.

*No sound and no voice* was heard for a while.

**218.** Two or more Subjects connected by "*and*" take a Singular Verb when they denote together a single idea.

An eminent *scholar and statesman* has just passed away in the death of Mr. N.

Whose *is* this *watch and chain*? (鎖付キノ時計).

*Bread and milk* is a wholesome food.

This *bread and butter* is for your brother.

**219.** The Subject of the Dependent Clause is often understood together with a part

or the whole of the Predicate Verb, provided it represents the same thing as that of the Principal Clause.

Though (**he is**) second to none in his specialty, he is far from resting satisfied with himself.

They may be waiting for you at the hotel, if **they are** not (**waiting**) at the station.

While (**he was**) **occupying** such an important position, he never neglected his private duties.

**220.** The Subject, the Object, or the Adverbial Modifier is often emphasized by the use of "it." This has already been shown in ¶ 31.

### EXERCISE XXVIII.

(a) *Point out the Rank and Office of the italicized part of each sentence:—*

1. *At the time* he was but a major.
2. I don't know *who was rewarded*.
3. *As I was sick in bed*, I could not attend the meeting.
4. *To be frank*, your plan *has not been made use of*.
5. The mob were dispersed *at the point*

*of the sword, the ringleader himself being killed.*

6. This *should be taken better care of* for the sake of your children.

7. *Granting that to be true*, is there anything *to justify your anger?*

8. At last, *owing to the cloudy sky* we *lost sight of* Mt. Fuji.

9. Have you ever visited Biwako, *the largest Japanese lake?*

10. *To have made so much progress* in so short a time proves his rare talent.

(b) *Write sentences, each complying with one of the following conditions:—*

1. With a Phrase as Subject.
2. With a Phrase as Object.
3. With a Phrase as Subjective Complement.
4. With a Clause as Subject.
5. With a Clause as Object.
6. With a Clause as Subjective Complement.
7. With a Phrase as Adjectival Modifier.
8. With a Phrase as Adverbial Modifier.
9. With a Clause as Adjectival Modifier.



10. With a Clause as Adverbial Modifier.
11. With a Connective which is at the same time the Object of the Dependent Clause.

(c) *Correct the errors:—*

1. What have become of your brothers?
2. Either you or he are to go.
3. No book and no paper were arranged.
4. No man and no officer were to be seen who were not enraptured with this victory.
5. Each day and each hour bring their own duty.

(d) *Omit the Subject and its Predicate verb wherever they may be understood:—*

1. The Emperor often stops at Shizuoka when His Majesty is on a journey to Kyoto.
2. When he is delighted, the elephant will utter a long cry.
3. He may consent if he is advised by you.
4. He may consent if you advise him.
5. I am sure he wrote this letter, if he did not write that card, also.

(e) *Rewrite each of the following sentences in as many ways as possible, emphasizing the*

*Subject, the Object, or the Adverbial Modifier by the help of "it:"* \*—

1. He consented with a good grace.
2. I have been promoted, not he.
3. They were here yesterday on some particular business.
4. He received news of his father's death when he was on the point of departure.
5. He painted this picture three years ago.

## CHAPTER II.—CLASSES OF SENTENCES.

### INTRODUCTORY TABLE.

| Classified by Use.      | Classified by Structure. |
|-------------------------|--------------------------|
| Assertive Sentence.     | Simple Sentence.         |
| Interrogative Sentence. | Complex Sentence.        |
| Imperative Sentence.    | Compound Sentence.       |
| Exclamative Sentence.   |                          |

**221.** A sentence is sometimes **Complex in form** but **Compound in substance**. This

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\* See ¶ 31 and Exercise VI, (c).

is when the Connective is in its continuative use. (Cf ¶40.)

I met a certain Mr. Ito yesterday, **who** (=and he) told me an interesting piece of news.

She at once supplied him with the necessary sum, **which** (=and this) kind act he ever remembered afterwards.

They had proceeded as far as the village, **where** (=and there) they were suddenly saluted with a volley from the enemy.

I had an interview with your uncle yesterday, **when** (=and at the time) he told me his view on this subject.

**222.** What seems strange about the Complex Sentence is that the Dependent Clause is often the Subject.

**That he is the instigator** is evident by his looks.

**Why they have done so** cannot be easily explained.

But this really arises from ellipsis, and the sentences, fully written out, would be as follows:—

**The fact that he is the instigator** is evident by his looks.

**The reason why they have done so** cannot be easily explained.



**223.** The conversion of a Simple into a Complex or Compound Sentence is made by expanding a word or phrase into a Clause.

(1) By expanding a word.

{ A virtuous man will be honoured.

{ Let a man be virtuous, and he will be honoured.

{ If a man is virtuous, he will be honoured.

(2) By expanding a phrase.

{ On his arrival there, he paid a visit to the shrine

{ He arrived there, and paid a visit to the shrine

{ When he had arrived there, he paid a visit to the shrine.

{ There being no sufficient fund, the scheme proved abortive.

{ There was no sufficient fund, and the scheme proved abortive.

{ As there was no sufficient fund, the scheme proved abortive.

Taken reversely, the above may also be regarded as the process of reducing a Compound or Complex Sentence into a Simple one.

**224.** The same matter may also be expressed by sentences of different Uses:—

- I wish you would kindly do me the favour. *Assertive.*
- Would you kindly do me the favour? *Interrogative.*
- Please be kind enough to do me the favour. *Imperative.*
- How I wish you would kindly do me the favour! *Exclamative.*
- Taiko was a great hero. *Assertive.*
- Was not Taikō a great hero? ("Yes" is expected.) *Interrogative.*
- What a great hero Taiko was! *Exclamative.*

## EXERCISE XXIX.

(a) *Tell the Class of each sentence according to its structure:—*

1. I am sure I shall fail.
2. Drawing his sword, he rushed at the enemy.
3. He having consented, everything went on smoothly.
4. He could never hope to succeed, were he not constantly helped by his brother.
5. They thought themselves secure, when they were suddenly attacked in the rear.

(b) *Change the Structure of each sentence in two different ways:—*

1. The day was lovely, so there were crowds of sight-seers.

2. He worked hard only to fail at last.

3. Instead of working, he played the whole day.

4. On being made a prisoner, he burst out crying.

5. Though he is profound in theory, he is rather poor in practice.

(c) *Change the Use of each sentence in as many ways as possible, preserving its original meaning:—*

1. It was quickly performed.

2. They have won a glorious victory.

3. They glide skilfully over the ice.

4. I have often heard him say so.

5. He was much delighted when I told him so.

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### CHAPTER III.—SEQUENCE OF TENSES.\*

**225.** If the verb in the Principal Clause is in the Past Tense, it must be followed

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\* For the whole chapter see *Nesfield*, p. 189.



## by a verb of the Past or the Past Perfect Tense in the Dependent Clause.

### *Principal Clause.*

He **was** glad  
I **did not** think  
He **asked** me  
He **could not** go  
She **went** to Atami

### *Dependent Clause.*

that he **could** read it.  
that you **were** so old.  
if I **had seen** his father.  
because he **was** too busy.  
that she **might** improve her health.

### *Incorrect.*

I *believed* that I **shall** be punished.

I *didn't think* it **can** be true.

He *thought* that he **may** enter.

I *knew* that he **has** done so.

### *Correct.*

I *believed* that I **should** be punished.

(Compare ;—I *believe* that I *shall* be punished.)

I *didn't think* it **could** be true.

(Compare :—I *don't think* it *can* be true.)

He *thought* that he **might** enter.

(Compare :—He *thinks* that he *may* enter.)

I *knew* that he **had** done so.

(Compare :—I *know* that he *has* done so.)

|                                                    |                                                                                                                      |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| I <i>thought</i> that he cannot have gone there.   | I <i>thought</i> that he could not have gone there.<br>(Compare :—I <i>think</i> that he cannot have gone there.)    |
| I <i>feared</i> that he may have missed the train. | I <i>feared</i> that he might have missed the train.<br>(Compare :—I <i>fear</i> that he may have missed the train.) |

*Exception:—The Past Tense in the Principal Clause may be followed by a Present Indefinite in the Dependent Clause when some universal truth or habitual fact is to be expressed.*

Who first *discovered* that the earth moves round the sun?

He *used to preach* that all men are mortal.

The teacher *told* the boys that knowledge is power.

He *declined* the proposal because he is too busy.

He *seemed* sorry to hear that I am always sick.

**226.** If the verb in the Principal Clause is in the Present, the Present Perfect, or the Future Tense, it may be followed by any Tense whatever in the Dependent Clause.

I *believe* that he did so.

I *have heard* that he **is** going to do so.

They *will* no longer *tr st* you because you **have** done such a foolish thing.

Exception 1.—The verb “wish” is usually followed by a Past or a Past Perfect Tense.

I *wish* I could go (not *can* go).

I *wish* he would come (not *will* come).

I *wish* I had done (not *have done*) so.

Exception 2.—When there is a Present, a Present Perfect, or a Future Tense in the Principal Clause, the verb in the Dependent Clause must not be in any but the Present Tense if purpose is to be expressed by the help of “*may*.”

|                     |                                                                 |
|---------------------|-----------------------------------------------------------------|
| He <i>is coming</i> | } that he <b>may</b> hear (not <i>might</i> hear)<br>your view. |
| He <i>has come</i>  |                                                                 |
| He <i>will come</i> |                                                                 |

227. If the Dependent Clause is introduced by the Conjunction of comparison “*than*” or “*as*,” there is no longer any rule of sequence between the Tenses.

{ He *reads* better than you do.

{ He *will read* better than you did yesterday.

{ He *read* better yesterday than you have just done.



- { He *sings* as well as she does.  
He *sang* then as well as she has done to-day.  
He *has not sung* so well as she usually does.  
He *will not sing* so well as she *did* yesterday.

### EXERCISE XXX.

*Correct the following:—*

1. He asked me if I know her whereabouts.
2. They had no doubt we shall be easily defeated.
3. I was surprised to hear that his mother has been sick for the past three weeks
4. He has done so that he might win your favor.
5. It was even rumored that war is actually going on.
6. I wish he has come.
7. I did not dream that I shall be suspected so unreasonably.
8. He reluctantly admitted that he may have promised to do so.
9. The people then did not know that the earth revolved on its axis.
10. Hearing that the Emperor has already

started for the city, the people made haste with the preparations that they may receive His Majesty with due ceremony.

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#### CHAPTER IV.—DIRECT AND INDIRECT NARRATION.\*

**228.** To repeat the actual speech of a person is called **Direct Narration**, whilst to represent its substance from the standpoint of a by-hearer is called **Indirect Narration**.

{ He said, "I can go." *Direct Narration.*

{ He said that he could go. *Indirect Narration.*

{ You said, "It is good." *Direct Narration.*

{ You said that it was good. *Indirect Narration.*

The verb in the Principal Clause of such a sentence is called a **Reporting verb**, and the speech, whether Direct or Indirect, is called a **Reported Speech**.

**229.** The conversion of a reported speech from Direct into Indirect usually involves some

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\* Also called Quotation. For the whole Chapter see *Nesfield*, p. 287.

change in Person, Tense, etc. The necessary rules will be given below.

**230.** If the reporting verb is in the Present, the Present Perfect, or the Future Tense, the Tense of the verb in the reported speech need not be changed at all.

*Direct.* He says, "I **was** playing."

*Indirect.* He says that he **was** playing.

*Direct.* He has said, "I **am** very busy."

*Indirect.* He has said that he **is** very busy.

*Direct.* He will say, "I **have** seen it."

*Indirect.* He will say that he **has** seen it.

**231.** If the reporting verb is in the Past Tense, the Tense of the verb in the reported speech undergoes the following changes —

(1) *From Present or Future into Past.*

He said, "I **am** sick."

He said that he **was** sick.

He said, "My brother  
may go."

He said that his brother  
**might** go.

He said, "I **will** do so."

He said that he **would**  
**do** so.

(2) *From Present Perfect into Past Perfect.*

He said, "I **have** done  
my duty."

He said that he **had** done  
his duty.



|                                                |                                                     |
|------------------------------------------------|-----------------------------------------------------|
| They said, "We have read it already."          | They said that they had read it already.            |
| He said, "My father may have arrived already." | He said that his father might have arrived already. |
| He told me, "You cannot have seen me before."  | He told me that I could not have seen him before.   |

(3) *From Past into Past Perfect.*

|                                   |                                               |
|-----------------------------------|-----------------------------------------------|
| He said, "I bought it yesterday." | He said that he had bought it the day before. |
|-----------------------------------|-----------------------------------------------|

Sometimes the Past Tense remains unchanged (Cf. ¶ 125):—

|                                         |                                           |
|-----------------------------------------|-------------------------------------------|
| He said, "Columbus discovered America." | He said that Columbus discovered America. |
|-----------------------------------------|-------------------------------------------|

Exception 1.—If the Present Indefinite in the reported speech relates to some universal truth or habitual fact it remains unchanged. (Cf. exception to ¶ 225.)

|                                   |                                     |
|-----------------------------------|-------------------------------------|
| He said, "The earth moves."       | He said that the earth moves.       |
| He told me, "Knowledge is power." | He told me that knowledge is power. |

|                                                   |                                                     |
|---------------------------------------------------|-----------------------------------------------------|
| I said, "We cannot be too careful in this world." | I said that we cannot be too careful in this world. |
|---------------------------------------------------|-----------------------------------------------------|

Exception 2.—If the verb in the reported speech is a Potential or a Subjunctive Past, it remains unchanged.

|                                                          |                                                             |
|----------------------------------------------------------|-------------------------------------------------------------|
| He said, "I would buy it if I were rich."                | He said that he would buy it if he were rich.               |
| I told him, "I might go if you would, too."              | I told him that I might go if he would, too.                |
| He told me, "If I had the book, I would lend it to you." | He told me that if he had the book, he would lend it to me. |

232. If the reported speech is a question, "*if*" or "*whether*" is introduced when there is no Interrogative word.

|                                                      |                                                       |
|------------------------------------------------------|-------------------------------------------------------|
| He asked me, "Do you know my brother?"               | He asked me if (whether) I knew his brother.          |
| He asked me, "Did you ever see an elephant?"         | He asked me if (whether) I had ever seen an elephant. |
| I asked him, "Who are you?"                          | I asked him who he was.                               |
| I said to him, "Where have you been all this while?" | I asked him where he had been all that while.         |

**233.** If the verb in the reported speech is an Imperative Mood, it is changed either into an Infinitive or some other Mood.

I said to him, "Leave the room."

I ordered him to leave the room.

He said to me, "Be so kind as to do me this favour."

He begged me to be so kind as to do him that favour.

He prayed that I might be so kind as to do him that favour.

**234.** Some other changes may also be necessary according to circumstances. Observe the following:—

"This (these)" into "that (those)."

"Ago" into "before." (Cf. ¶ 158.)

"Here" into "there."

"Now" into "then."

"To-day" into "that day."

"To-morrow" into "the next day" or "the following day."

"Yesterday" into "the day before" or "the previous day."

"Last night" into "the night before" or "the previous night."



{ He said, "I returned just **now**."

{ He said that he had returned just **then**.

{ Pointing to a clock on the desk, he said, "I bought **this** only a few days ago, but I am going to sell it **to-morrow**."

{ Pointing to a clock on the desk, he said that he had bought **that** only a few days before, but (that) he was going to sell it **the next day** (or **the following day**).

### EXERCISE XXXI.

*Convert the following quotations from Direct into Indirect, and vice versa:—*

1. He says, "I am writing a letter."
2. We told them, "We are very glad of your success."
3. The boy replied, "I have always believed that honesty is the best policy."
4. She said that she had been confined to bed since the day before.
5. I replied that I would go out when I had finished my exercise.
6. He said to me, "If I were you, I would not do so."

7. I told him that I didn't think he would keep the promise.

8. When I met him at Nikko, he said that he had stayed there three weeks.

9. He asked me, "Have you read to-day's paper?"

10. I ordered him to come back as soon as he could.

11. I asked her what she did so for.

12. He asked me, "How often a month do you write to your family?"

13. He asked me, "Are you going to-night?"

14. My master ordered me, "If any one should come inquiring for me, say I have gone to Yokohama."

15. He told me, "Never forget that knowledge is power."

16. They told me, "We would accompany you if we could."

17. I asked him, "Do you not know that Watt invented the steam-engine?"

18. He said that he did not know what others were going to do, but that for his part he could never yield to such an unfair treatment.

19. I told him to work hard lest he should fail.

20. I said to him, "Nothing can be more interesting than your novel; if I read it once more, I shall have read it five times."

—:(THE END):—



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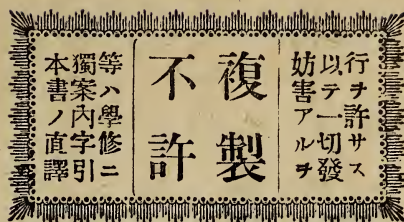
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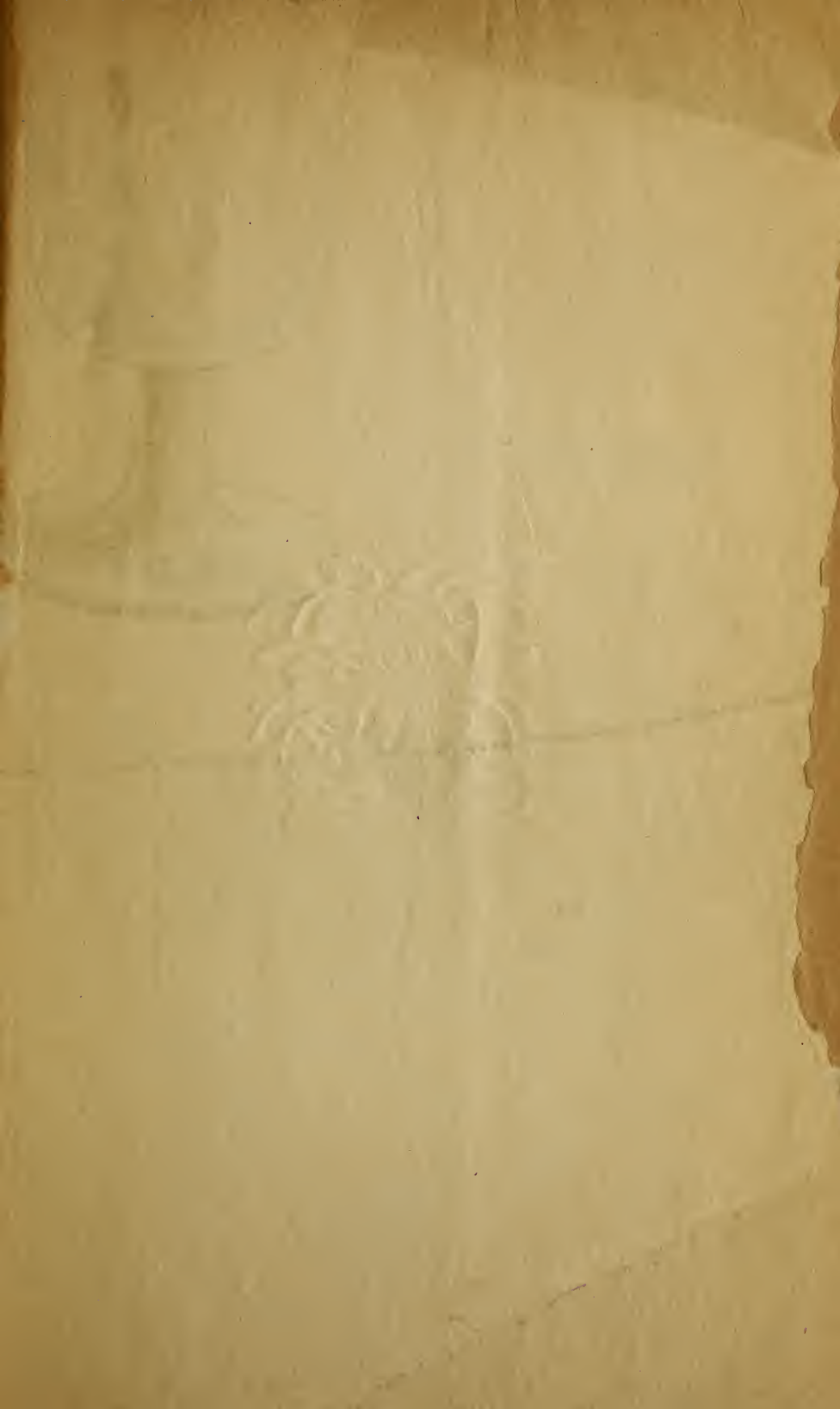
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